

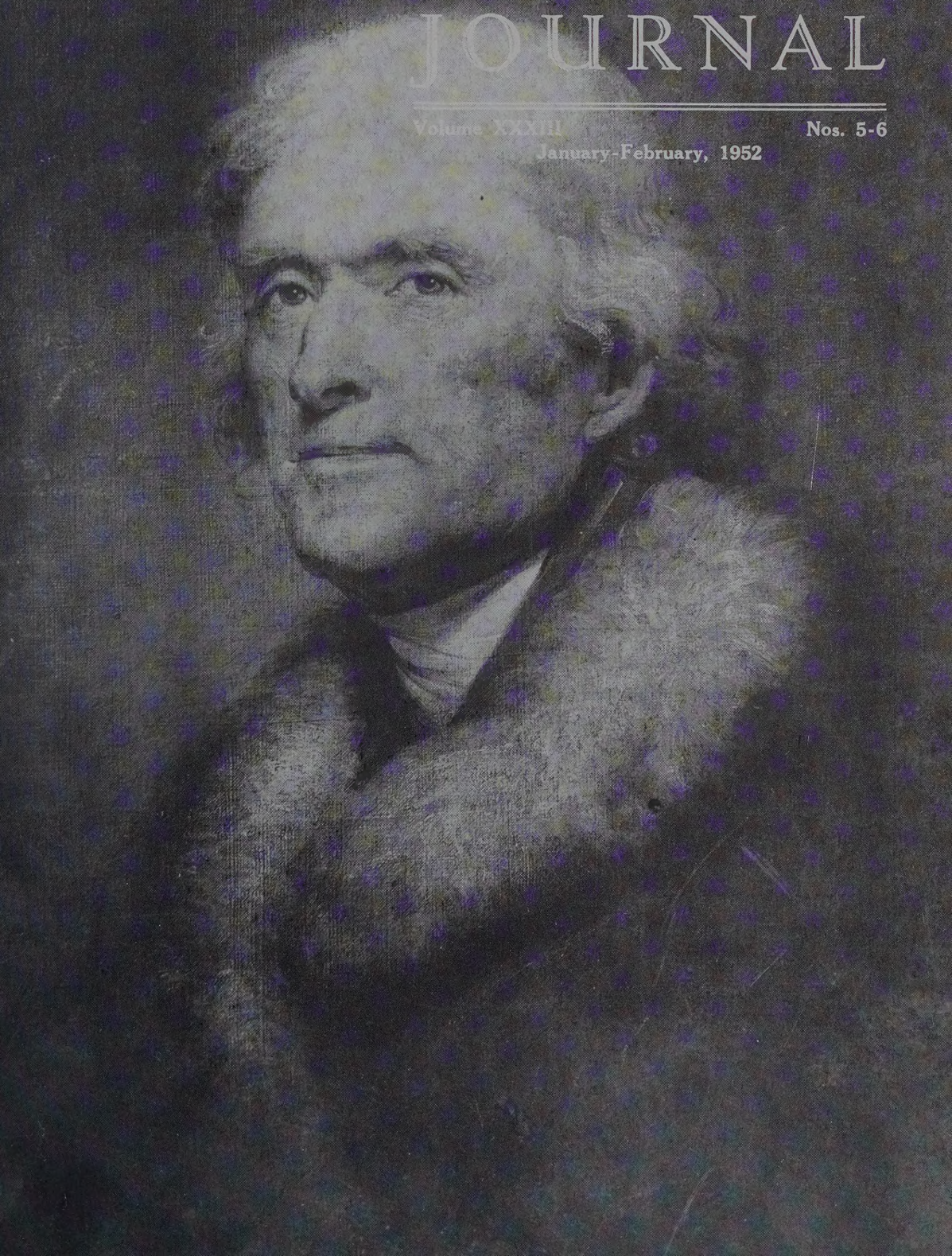
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# CHICAGO SCHOOLS JOURNAL

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VITALIZING SCHOOL  
EXPERIENCES FOR  
UNGRADED PUPILS

JACQUELYN WHITE BASK

# A CO-OPERATIVE WORK-STUDY PROGRAM

JOHN T. McMAHON

DIRECTOR OF GUIDANCE AND COUNSELLING<sup>1</sup>

EDUCATORS, especially those with specific guidance functions, have long been searching for additional means of preparing young people for their adult responsibilities. In efforts to develop economic competence, to meet vocational responsibilities, and to practice American citizenship, various curricular and co-curricular activities have been tried. One program effective in many cities has been based on the correlation of the work experiences young people have in their school activities with those they have in business and industrial organizations through a co-operative work-study program.

Two years ago the Chicago Public Schools focused attention on the problems young people encounter when they enter into full-time employment as well as when they work part-time while in school. It was felt that conditions could be improved for a selected group of these young people by developing some form of supervised work experience as an integral part of the total guidance program.

A committee composed of representatives of the Industrial Relations Association and school personnel was appointed to study the situation. The members directed their attention to a study of local conditions and to programs in other cities in order to determine the feasibility of instituting activities in the school system that would be of specific help in meeting those problems of youth. The committee recognized at once that close integration of home, community, school, and industrial activities was desirable. The thinking then was aimed at establishing a co-operative work-study program on a city-wide basis.

In this preliminary planning, consideration was given to present and future working conditions, to the present curriculum in the schools, and specifically to the welfare of the individual students. Distributive education which has been part of the curriculum in the Chicago Public Schools for thirteen years, under the national George-Deen Act, was cited as an example of an existing and growing facility. It was noted that the aims in distributive education are similar to those in any type of co-operative work-study program but are applied only in the field of distribution of consumer goods.

There are many other places in the secondary school program where specific attention is given to developing economic competence and vocational adjustment. The report of the committee emphasized the many aspects of the present curriculum which contribute to valuable work experience and recommended expansion of them.

The literature in the field indicates that there are many work experience, work-study, and co-operative work experience programs in addition to those in distributive education, diversified occupations, and office occupations. In order to be as specific as possible the term *co-operative work-study* has been chosen as the title of the developing program in Chicago.

The principles that have served as the basis upon which to build might be summarized as follows:

1. In general, most work experience has some value.
2. Schools should consider work experience a phase of their educational or personnel program to the extent that students can profit from work experience.

<sup>1</sup>Chicago Public Schools



3. Schools and communities vary in the degree to which they can offer good work experience.
4. Any work experience should be made a part of a student's record.
5. Some work experience may be of sufficient value to justify school credit provided (a) administrative and community attitudes are sympathetic, (b) the work is supervised by a paid staff of accredited school personnel, (c) definite criteria are set up for screening jobs in keeping with educational objectives and good labor-management practices, (d) the basic school program and the health of the student receive first consideration, (e) labor laws are observed, and (f) the program is introduced gradually on a limited, experimental basis.

Consideration of these principles indicated that there would be problems to solve and understandings to develop and that future steps should be taken slowly, deliberately, and with as much hindsight as foresight.

Values from any work-study program must accrue to the individual student, the educational program, and the employer. In this connection, it is believed that the co-operative work-study program will

- develop initiative and a sense of responsibility in the participating pupils
- reduce the gap between full-time school and full-time work
- tend to make technical and commercial courses more meaningful
- help to reduce dropouts from school
- provide exploratory experiences in the occupational world
- help students financially and often pave way for full-time jobs
- furnish excellent source of trained workers
- contribute to up-grading of employees
- provide opportunity for tryout prior to acceptance as full-time workers
- help to develop workmanlike attitudes which arise from first-hand experience.

With these potential benefits, findings, and current conditions in mind, steps were taken to institute a threefold program that would be based on sound guidance principles. This program included:

1. Encouragement of good work habits as an aim in every subject

2. Emphasis upon the value of the work experience available in classes and co-curricular activities
3. Initiation of a truly co-operative work-study program where students may obtain worthwhile work experience while still under the supervision of the schools.

As the major emphasis was placed on the latter, it was felt that an experimental or pilot study program might be established.

#### THE PILOT STUDY PROGRAM

In the fall of 1950, six schools were selected to carry on a pilot study. The schools selected represented the five high school districts and the vocational school department. It was suggested that each of these six schools make a very careful study to determine the feasibility of planning a co-operative work-study program for all of the secondary schools.

While it is impossible to establish a detailed program that could be adopted by all schools, the basic principles must be understood and the general framework carefully adhered to by each individual school. This is necessary in order to prevent duplication of effort, unhealthy competition, and other factors that might work to the detriment of the individual, the school, or the employer.

Each pilot school operated with its present staff under the direct supervision of the principal and the placement counselor, in consultation with the Division of Guidance and Counseling. Individual schools studied such topics as the records to be kept, forms to be used, methods of disseminating information to faculty members, and criteria for the kinds of work experience to be recognized. The means of proper recognition and the possibility of granting credit were also studied. A means of studying pupil progress and an evaluation of all of the program also received attention.

The aims of the pilot program were stated as follows in keeping with the threefold program:



1. To develop good work habits in all phases of the instructional program of the schools
2. To provide and recognize well-organized and well-supervised work experience in various school co-curricular activities
3. To develop with business and industry a supervised, *co-operative work-study* program in a variety of job situations co-ordinated with the school program

Four of the schools limited their activities to studies of existing conditions and practices. The vocational school, through its Distributive Education Program, and one of the academic schools arranged for students to enter into actual paid work experience on a co-operative basis, with written agreements.

At the conclusion of the semester, the pilot program report included the following recommendations:

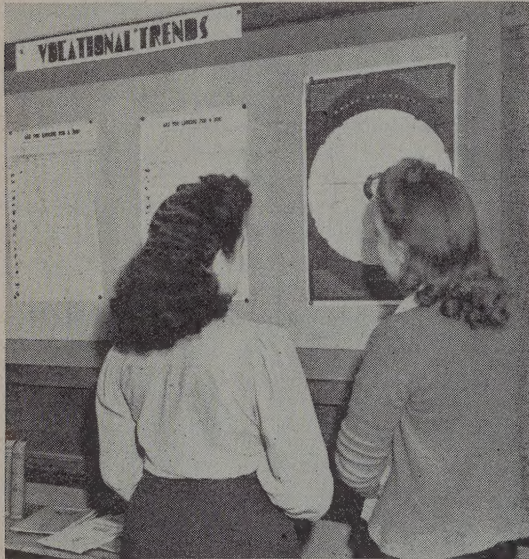
1. Expansion of the program, which will entail some additional expenditures on the part of the individual school and/or the central office.
2. Explanation of the program to teachers should probably be a line function through district superintendents and principals.
3. The B. O. R. 1 form used by placement counselors in the interviewing process should always be made a part of the permanent record for every student leaving a school.
4. Granting of credit should be delayed until such time as a very specific "related subject" is offered in the school.



Gathering Occupational Information



5. The program should be voluntary on the part of the school.
6. A supervisor of work experience should be appointed at the earliest possible date.
7. Counselors should be given time for visits to co-operating industry and possibly to other cities having co-operative programs.



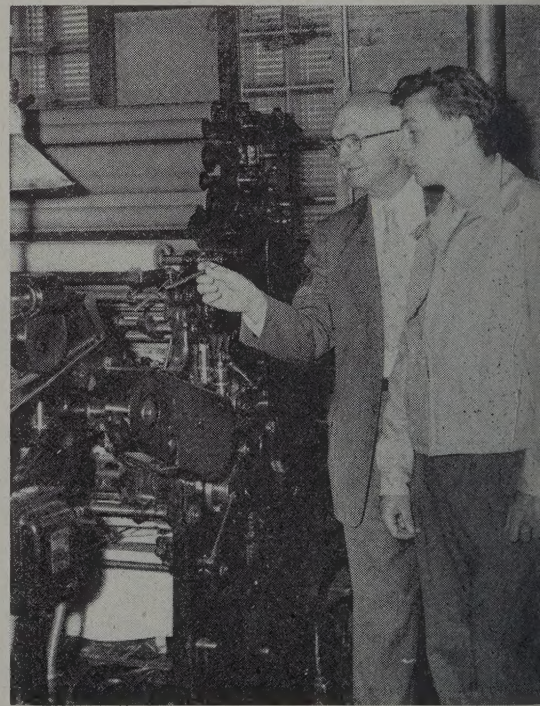
Studying Vocational Trends

During the summer of 1951, the experiences of the pilot schools were evaluated and steps taken to broaden the study by extension to all academic secondary schools. Still adhering to the principle of establishing every step on a foundation of sound understanding, in the fall a meeting of the superintendent, his assistants, district superintendents, principals, placement counselors, and representatives of the Industrial Relations Association was held to acquaint all of these people with the progress of the program and to launch experimentation and study in more schools. The representative of the Industrial Relations Association not only explained the part the association had played in assisting in the development of the program, but also pointed out that the time had arrived for the establishment of a larger advisory committee with wide representation that could give material assistance in crystal-

lizing a final framework upon which each school could build.

The principals and counselors were encouraged to consider points of view expressed in the materials and reports presented and to consult as many of the faculty as possible prior to a follow-up workshop meeting of placement counselors. At the workshop meetings, discussion and suggestions were developed under six headings: (1) the services of the Central Office, (2) the responsibility of the individual school, (3) methods of securing co-operating companies, (4) forms to be used, (5) methods of securing faculty co-operation, and (6) recommendations concerning the problems of granting credit.

The developments thus far may be summarized by the following statements



Experiencing

concerning the present status of the program:

1. Pilot programs are being instituted in more and more schools.



2. A supervisor of work experience in the Division of Guidance and Counseling is visiting individual schools and working on the over-all program.
3. Recommendations regarding the membership of a central advisory committee representing civic, employer, labor, and school groups have been made.
4. All of the tentative basic principles of the program await study, discussion, and revision by the central advisory committee.
5. The experimental programs are in general limited to a few upperclassmen who are at least sixteen years of age.
6. A tentative *agreement form* and an employer's report form have been developed.
7. A general meeting of interested employers is planned in order to acquaint them with the proposed program.

8. Policies for granting of credit are being established.

In summary then there is developing in the Chicago Public Secondary Schools a program of co-operative work-study based on modern educational principles that can expand and contract with economic conditions. Indications are that a limited number of young people who ordinarily seek employment will be given the opportunity to benefit from the program. Wholesome employment in a variety of occupational fields under school supervision should give increased significance to regular classwork.

## SOCIAL CLASS AND THE SCHOOLS

PAUL T. RANKIN<sup>1</sup>

IN recent years much research has been done on the relations among people in American communities. The evidence is that we do have a class structure, even in democratic America.

The children and youth who come to school differ among themselves greatly for many reasons, a frequently unrecognized one of which is the fact that they are from different class cultures. In consequence, we need to adjust our teaching materials and procedures to the different characteristics acquired by these children as members of different social classes.

### THE SOCIAL CLASS CONCEPT

Basically, the social class concept is that our American society is, as Allison Davis puts it, "a system of socially-ranked groups with varying degrees of social movement among them. Each group consists of people who associate or may associate freely with each other but who do not or may not associate freely with the groups defined as 'above' and 'below' them." These social classes exist despite the fact that our American society has in general common language, common family

structure, common dress, and a common moral code.

But, you say, ours is a classless society; people are not held in the class in which they are born; many do move into a higher or lower class. True. Yet, the evidence presented by sociologists and anthropologists who have studied various American communities is that social classes do exist, that persons may be identified as being in one class or another, and that membership in a class is relatively permanent. They say also that some kind of class system is characteristic of all complex societies and indeed inevitable. But we can keep it as democratic and equalitarian as possible.

Social classes constitute only one of the major systems of social rank in American society. According to sociologists, there are three types of status-groups — (1) social classes, (2) ethnic or foreign-born groups, and (3) color-castes — each of which tends to restrict the cultural environment of its members and particularly the learning opportunities of the children

<sup>1</sup>Assistant Superintendent of Schools, Detroit, Michigan



in it. This discussion will be limited to social class, although the importance of ethnic groups and color-castes is admitted.

There is no one generally accepted system of social classes. Warner, Davis, and others have found most accurately descriptive of the situation in a number of communities surveyed, a division into three classes — upper, middle, and lower — and a further division of each of these into an upper and a lower segment.

The proportions in the various classes are far from equal. They differ somewhat in different communities, so I will give some approximate averages for mid-western and eastern communities. The upper class, including both the upper-uppers and the lower-uppers, make up only about 3 per cent of the total population. The middle class has about 40 per cent, distributed 10 per cent in upper-middle and 30 per cent in lower-middle. The lower class has about 57 per cent, including 38 per cent in upper-lower and 19 per cent in lower-lower. Thus, 87 per cent of the people are lower-middle or below.

#### CHARACTERISTICS

The upper class is made up of the persons at the top of the social hierarchy. Its members are deferred to by nearly everyone; they live in the best houses in the best residential areas; they are usually proprietors, managers, or professional persons; they are sought after as sponsors and patrons of major community affairs. The upper class is thought of by the groups below it in the hierarchy as "society," or "the folks with money."

The middle class, making up about 40 per cent of the population, is usually divided into upper-middles and lower-middles. The upper-middle class members are spoken of as "good, respectable people with some money, but not society." They enjoy a fair degree of economic security and live in good homes in average-to-good neighborhoods. The men are most frequently professional men or owners or managers of businesses. Lower-middle

class men are more often white-collar employees or the owners of small enterprises or, occasionally, skilled workmen.

The middle class, as a whole, is a group where much importance is attached to individual wealth and to the observance of religious and moral precepts in behavior. It is the prime guardian of the moral code. Much importance attaches to the idea of improving oneself. Every middle-class parent who is financially able tries to see to it that his children are educated at least through secondary school.

The lower class, making up over half of the population, also is divided into two sub-classes. The upper-lowers think of themselves as "poor, but honest folk." They are mainly tradesmen and medium-skill workers, paid an hourly or daily rate rather than a salary. At the bottom of the scale are the lower-lowers, but they consider themselves "just as good as anybody." Chiefly unskilled workers whose employment may be irregular, they may need to accept public relief occasionally. They take much less part in organizations and associations of various kinds. They vote, but normally are not very active in politics. They do not have a high degree of security and their incomes are somewhat uncertain. They do a great deal of installment-plan buying. They find it hard to plan for the future because their immediate needs are so rarely satisfied. They live in the poorest houses in the lowest neighborhoods.

All this sounds as if the prime basis for division in classes is economic. The economic factor does play a large part but it is by no means the only one. Motives, standards, interests, and family tradition all help to determine one's association with people and consequently one's class. The classes differ in the kinds of family relations that are recognized as desirable, the recreational interests, the standards of living, the type of occupation, the income level, the emphasis in child-rearing, the extent of outward aggression permitted etcetera.



#### MEASUREMENT OF SOCIAL STATUS

The primary method used by sociologists and anthropologists to measure social status is called by Warner "evaluated participation." This method is based on the propositions (1) that people in a community evaluate the participation of those around them, (2) that the place where the individual participates is evaluated, and (3) that the members of the community can and do express their evaluations of each other in terms that mean social-class ratings. The investigator can take such data, secured through interviews, and convert them into class ratings for each member of the community.

This method of evaluated participation is the best approach, for it is based on finding the level at which each person actually takes part and has close relations with others. But the process is very time-consuming, and requires considerable skill and experience on the part of the investigator.

The secondary method for measuring social status is called the "index of status characteristics." It is a device for classifying persons by their status in four major characteristics which have been demonstrated to be highly correlated with social class as determined by the longer method of evaluated participation.

The four characteristics used are occupation, source (not amount) of income, house type, and dwelling area. For each of these a seven-point scale has been devised so that an individual may be rated in each from 1 to 7. The ratings are then combined, using weights of 4 for occupation, 3 for source of income, 3 for house type, and 2 for dwelling area. The weighted ratings are then totaled and converted to social class by means of a table of equivalents that has been validated. This may sound complicated, but it is relatively simple and quick—at least in comparison with the method of evaluated participation. The book *Social Class in America*,<sup>2</sup> by Warner, Meeker, and Eels,

gives details for those who may be interested.

#### DIFFERENCES IN CHILD-REARING PRACTICES IN DIFFERENT CLASSES

Substantial differences in child-rearing practices have been found among the social classes. Lower-class mothers, as compared with middle-class mothers, breast-feed their children longer, continue bottle-feeding longer, start bowel and bladder training later, and more often feed their infants when they are hungry rather than by the clock. They allow children to go to the movies alone earlier, and do not require children to be home as early at night. Sex controls tend to be less rigid in lower-class homes. The atmosphere of the lower-class home is usually more permissive; there is less pressure on the child.

The middle-class home has a more stable family structure and the child, therefore, feels more secure. The child in the middle-class home is not so likely to experience having the father or mother leave the home and family. Also, the middle-class home is economically far more secure. The child in such a home takes for granted that he will have enough food and clothing and warmth. In contrast, the child in the lower-class home early becomes aware of the uncertainties of having his needs for food, clothing, and shelter met. He tends to take on the aggressive characteristics found frequently in lower-class homes.

The differences in child-rearing practices between middle-class and lower-class families mean that the children of these two groups have quite different learning experiences before school and outside of school.

#### IMPLICATIONS FOR SCHOOLS AND TEACHERS

Now, what does all this mean for schools and teachers?

We must face the fact that our American society is not as classless as we have been wont to believe. There is a social class

<sup>2</sup>Chicago: Science Research Associates, 1949.



structure. People in every community do tend to associate with their own kind. People recognize more or less clearly that they belong to one stratum of society and that there are others who are above or below them. Furthermore, it seems clear that these various classes differ in values, standards, motives, and characteristic ways of living and child rearing.

The children in the public schools are mainly from the middle class or from the working class. Very few come from upper-class homes. The basic question that arises is whether the school program fits equally well the children from middle-class homes and the children from working-class homes. In this connection, it must be remembered that teachers are predominantly from the middle class, even though a growing proportion of teachers is now coming from the so-called working class. The curriculum and organization of schools and the ways of dealing with children are those that seem to middle-class people to be best.

The chief implication, then, of the social class theory is that, since we school people are chiefly middle-class persons, we must be careful to re-examine our whole program to make sure that the education afforded children of the working class is really adapted to their characteristics and needs.

In large cities there are more or less clearly defined neighborhoods for the upper class, the middle class, and the working class. The teacher who has a fourth-grade room in an upper-class neighborhood will have mainly upper-class children with a sprinkling of middle-class children in his room. In a middle-class neighborhood the teacher will have predominantly middle-class children. Likewise, in a working-class neighborhood the great majority of the children will be from the working class. In whatever situation he works, the teacher needs to know the individual pupils, the conditions of their home life, the motives they have, the things in which they find satisfaction.

An attendance officer in Detroit who has worked in several areas of the city was asked what struck him most in his experiences as an attendance officer in contrast with his experiences as a classroom teacher. He answered immediately that it was the different view he had of children in lower-class homes and the far greater realization he had of the conditions under which they live. He felt strongly that classroom teachers in schools in such areas need to have a far better understanding of the home life of their pupils if their teaching is to be truly effective.

Let me try to sharpen this point by describing one lower-class home that I have personally visited within the past few months. The family came to the attention of our attendance department because the fourteen-year-old daughter was reported absent from school frequently. The attendance officer went to the home, which I later visited with him. The home, entered by a door from the alley, was a one-room apartment in an apartment house fairly near the downtown Detroit area. There was no screen and the door was open. The first thing I noticed was the stench. The room had a table, two straight chairs, a rocking chair, a double bed, and a davenport which could be pulled out to make a type of bed. A small alcove contained a sink, a small icebox, and a gas plate. The family, all of whom lived in this one room, consisted of the father, a bus driver; the mother; the fourteen-year-old girl; a seven-year-old girl; and a four-year-old boy. The room was indescribably dirty. The bed was not made, although we were there at noon. The two younger children were playing in the alley. They seemed not unhappy; they were making the best of what they had. The mother was in the rocking chair, apparently unconcerned with the mess about her. The daughter was gone somewhere. This fourteen-year-old girl had been absent from school the previous year more than half the school days. Also she had been away from home a number of nights



with no explanation as to her whereabouts. The mother seemed entirely uninterested and did little to encourage the girl to attend school regularly. This girl was a freshman in high school taking Latin, English, history, and mathematics. I honestly doubt that her teachers had any conception of the conditions in which she lived. Surely, if one or more of her teachers had known something of the home conditions, they would have made her school experience more attractive and more satisfying.

Dr. Louis E. Rath<sup>3</sup> and many others have pointed out the basic needs of people; not the needs of food, clothing, and shelter, but the need for a feeling of belonging, the need to be loved, the need for experience with success, etcetera. These needs are fundamental to persons of all classes. The teacher has special responsibility to make sure that he is doing everything in his power to help all his pupils meet their basic social and emotional needs.

The teacher can help lower-class children by making them feel comfortable in school. The good teacher does not press too hard for middle-class standards and middle-class culture. It is all very well to encourage children to be cleanly; there are homes, however, where there is no tradition of personal cleanliness and where there may be very inadequate facilities for bathing and washing. The teacher who presses too hard and too fast for cleanliness may make the child uncomfortable and anxious, and perhaps discontented with his own home. It is true that teachers have a responsibility for teaching cleanliness, honesty, and the other elements of the middle-class code. This teaching, however, must be done gradually and with a due regard for the previous experiences of the children and for the experiences they are now having outside of school. Care should be taken to avoid friction between the child and his family. Changes in culture take place slowly.

A second implication of the social class concept is the need to revise substantially

the intelligence tests and other instruments for mental measurement used in the schools. Allison Davis and Robert Havighurst particularly have studied the cultural influence of social class upon responses to intelligence tests. They are seeking to develop tests which would utilize experiences and symbols equally familiar to all socio-economic groups.

A third major implication is the need to re-examine and modify the curriculum of the school in the light of the fact of social class structure. The school may well continue the trend toward broadening of educational goals to parallel the wide variations in activities carried on in life. In the past hundred years, the schools have moved a long way from an almost exclusive emphasis on verbal and arithmetical skills to goals that include citizenship, vocational preparation, health, and the arts, as well as the fundamental skills of communication. Children from lower classes are handicapped if the school focusses mainly on verbal skills. If craft work, dramatic arts, music, group leadership, and athletic prowess are considered important goals, many more children in the lower classes and in the middle classes, too, have a chance for success in expressing themselves and in winning the approval of the group and the teacher. As Havighurst puts it, the school needs not just one pyramid with a few at the top who are "all-A" students, but a number of pyramids with a different few at the top of each pyramid representing ability in music, art, and so forth. The life experiences of children of all classes should be made the basis of study and testing.

Perhaps most important of all the implications is the need for all of us to think through what can be done in the school to make it serve better the needs of all children. The idea of social class is one that should matter to us in school work.

<sup>3</sup>*An Application to Education of the Needs Theory.* By Louis E. Rath. Bronxville, New York: Louis E. Rath, 1949.

<sup>4</sup>*Do's and Don't's of the Needs Theory.* By Anna P. Burrell and Louis E. Rath. Bronxville, New York: Louis E. Rath, 1950.



# CONTRIBUTIONS OF SCIENCE

## To International Understanding

E. C. STAKMAN

UNIVERSITY OF MINNESOTA<sup>1</sup>

SCIENCE is a part of culture; it is one of the essential humanizing agencies. "It helps man to understand and modify his environment; it helps him to accomplish more with less effort; it helps him to develop wisdom; it contributes to rational and ethical concepts and conduct; it can contribute to international understanding and to co-operation among peoples; it can contribute to the attainment, maintenance, and enrichment of peace.

"The obligations of science are even greater than its accomplishments. Science must contribute to society as well as to science; it must serve as well as enlighten."<sup>2</sup>

The objectives and values of science in education and in the progress of civilization are multiple and need not be mutually antagonistic. The spirit of free inquiry, of experimentation, of research, is essential to progress. Curiosity should be encouraged, not curbed. There are individuals with talent for discovery; their efforts should be supported, not regimented. Suppression of curiosity and prescription of aims and methods in scientific investigation are likely to block progress and lead to retrogression. The spirit of inquiry is important, but the spirit of service is important also. And the two need not be incompatible. Some scientists must use their knowledge and skills in improving technologies, in improving the living conditions of mankind, in contributing to the solution of urgent human problems.

Surely one of the most urgent of all human problems is that of promoting understanding and co-operation among peoples. It would be superfluous to expatiate on the tragedy of war; it might be

presumptuous of a natural scientist to discuss the reasons for tensions and contentions that lead to war. It sometimes is difficult to understand why reasonable compromise seems to be impossible even between presumably educated individuals, especially when compromise would be both reasonable and advantageous. Some individuals do not adjust easily to people and situations; some have genius for creating misunderstanding, and some have genius for misunderstanding. It sometimes is difficult to find even small areas of agreement among individuals. And the difficulty is likely to be still greater among peoples.

Misunderstandings among peoples often result from ignorance rather than viciousness. Knowledge does not guarantee sympathy, but it is basic to it if sympathy connotes "reciprocal liking and understanding arising from community of interests, community of aims and compatibility of temperaments." Peoples may co-operate successfully if their common aims and interests are strong enough, despite temperamental incompatibility. Do the peoples of the world have community of interests and aims that can be satisfied better by co-operation than by contention?

Among most people of the world the problems of subsistence and continued existence are primary and vital. "Give us this day our daily bread" has deep meaning to more than half the people of the world who hunger or even face the threat of starvation. The life expectancy of large groups of peoples is less than thirty years. Fear of hunger, fear of disease and premature death plague hundreds of millions.

<sup>1</sup>Department of Agriculture, University Farm, St. Paul 1, Minnesota.

<sup>2</sup>U. S. Nat. Comm., UNESCO News. July, 1951.



of people in many countries. They are directly and vitally concerned with food, clothing, shelter, and health.

There now is belated recognition of the problems of "food and people" and their relation to war and peace. The United Nations, the Food and Agriculture Organization (FAO), the World Health Organization (WHO), and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) are doing what they can to organize international co-operation to alleviate distressing and dangerous situations. But there should be wider recognition of the hard realities of this general problem and of the scientific knowledge and technical skills that are required to solve it by international effort.

#### INTERNATIONALISM MATERIALLY BENEFICIAL

The meaning of "internationalism in science" varies with individuals. But all peoples, including those of the United States of America, should be grateful that science has been international. The plant and animal materials that are used in feeding peoples were selected, developed, and improved in many countries, and then exchanged freely for mutual benefits. We in the United States received wheat, oats, barley, rye, flax, soybeans, alfalfa, sugar cane, sugar beets, potatoes, and many other kinds of crop plants from other countries. We have improved all of them by applying the principles of genetics in breeding programs. Varieties have been produced that are better adapted to different soil and climatic conditions, that have greater yielding ability, that have more winter hardiness, that have drought resistance, that are of better quality, and that have resistance to destructive disease. During the writer's participation in breeding wheats for disease resistance, such varieties as Turkey Red, Red Egyptian, Black Persian, Chinese, Kenya, Frontana, Jaroslav Emmer, Marroqui, and dozens of others whose names suggest their homeland have been used. Swedish

Select, Landhafer, Black Mesdag oats; Manchurian, Abyssinian, Canadian, Himalayan, Nepal barley; Punjab and Argentina flax; Manchu soybeans; and scores of other varieties of these crop plants were imported from many countries of the world to use directly or in breeding programs to improve varieties that needed certain characters to make them more productive. And we continue to receive and to give, to exchange with plant breeders and plant growers in many countries.

Most of our domestic animals were bred in other countries: Jersey, Guernsey, Holstein, Aberdeen Angus, Hereford, Shorthorn and Brahma cattle; Berkshire, Yorkshire, Hampshire, Danish Landrasse hogs; Merino and Shropshire sheep; Belgian, Percheron, Clydesdale, Arabian horses. The list is long and impressive. We have improved breeds; we are applying the principles of genetics in making new breeds, and we are reciprocating with those who gave by giving in return.

The scientific facts and principles that are basic to a successful agriculture, to feeding and clothing the world, were discovered and developed in many countries; and, fortunately for all countries, they were quickly disseminated internationally for the benefit of all peoples who wished to use them. The scientific basis for soil productivity and plant production was laid by Sénéquier, DeSaussure, Lawes and Gilbert, Liebig, Hellriegel—Swiss, French, English, German. The basic laws of inheritance in plants were discovered by Mendel, an Austrian monk, and by DeVries, a Dutch botanist. Subsequently thousands of scientists in many countries modified, extended, and applied the basic facts to plant and animal improvement. Pasteur, Koch, DeBary, Kuehn, Woronin, Theobald Smith—French, German, Russian, American—elucidated the causes and laid the basis for control of diseases of domestic animals and of crop plants. Some of these men were motivated by curiosity; others by determination to ameliorate dis-



trekking situations. Regardless of motivation, they were benefactors of all peoples because they helped make it possible to subsist more people more easily. But they could not have done so had there been barriers to the international dissemination of their scientific contributions.

Most people in most countries have benefited greatly from the free exchange of scientific facts and principles, regardless of the reasons for the exchange. Is it too much to hope that knowledge regarding the mutual contributions of peoples to the common welfare of mankind may gradually lead to more mutual understanding and sympathy among peoples who have common problems?

The problem of subsistence is still acute. The population of the world is increasing rapidly; some countries already have too little land and other natural resources to feed their people adequately. Several countries of Western Europe, China, India, Japan, and even some countries of the Western Hemisphere already have too many mouths to feed.<sup>3</sup> UNESCO and the Food and Agriculture Organization recognize the international character of this problem and UNESCO is promoting research "To improve the living conditions of mankind." With annual appropriations of only about \$8.5 million, UNESCO is trying to help organize international co-operation in this field and many others.

#### INTERNATIONAL CO-OPERATION IMPORTANT

Why is international co-operation important? Among the greatest menaces to food production are bad weather, plant disease, insect pests, and diseases of domestic animals, none of which respect international boundaries. Stem rust of wheat can be taken as an example.

Stem rust of wheat is a devastatingly destructive plant disease that is international in character and therefore requires international co-operation for its control. Stem rust is caused by a fungus that multiplies by means of several kinds of spores; it reproduces asexually on certain cereals

and many grasses and produces its sexual stage on certain species of barberry bushes. Stem rust of wheat is only one variety of the species *Puccinia graminis* that infects wheat, barley, and some grasses; other varieties of the species infect other small grains and grasses. The wheat variety of stem rust comprises more than 250 known parasitic races that differ in their ability to attack varieties of wheat. A wheat may be immune from some rust races, moderately susceptible to others, and completely susceptible to still others. And new races are continually being produced by hybridization between existing races in the sexual stage of the rust on susceptible barberry bushes. Obviously, then, there are two principal methods of controlling stem rust: eradication of rust-susceptible species of barberry, and the breeding of rust resistant varieties of wheat.

Rust resistant varieties of wheat have been produced in the United States, Canada, Mexico, and other countries, but none have remained permanently resistant because the rust has always bred new races to attack them. It is known that a rust race that becomes established anywhere in North America is likely eventually to become established everywhere in North America, because about 70 billion spores may be produced on a single barberry bush, and these can be blown by the wind to wheat, where they can cause such abundant infection as to produce 50 thousand billion spores on a single acre. These spores are so small and light, about 1/1000 inch long, that they can be carried far and wide by the wind, making Mexico, the United States, and Canada one vast area in which the rust can spread and develop. The rust is an international traveler, and must be controlled through international co-operation.

Many insects, such as grasshoppers, may breed their countless millions in one country, then swarm to other countries;

<sup>3</sup>There is a good recent summary of "Food and People" by Aldous Huxley and Sir John Russell in *Current Affairs*, Number 77. April 2, 1949.



many diseases of domestic animals can spread rapidly from one country to another; it is scarcely necessary to mention human diseases that are international menaces.

International co-operation then not only is desirable but in many cases it is essential. A case could be made for internationalism in most sciences. The need for international co-operation in helping solve problems of subsistence is of primary and vital concern to most peoples of the world. Therefore they should be able to understand the benefits derived from past co-operation, the present needs for co-operation on common problems, and the mutual benefits to be derived from common efforts.

Can recognition of the community of interest in problems of subsistence and health and of the values to be derived from co-operative effort lead to international understanding and good will? Surely it can help. But miracles need not be expected; evolution proceeds slowly. Cynics tend to magnify and visionaries to minimize the obstacles to international understanding. There is no easy way to remove them. The hope is in education, in the kind of education that is not restricted to acquisition of knowledge and skills but that also helps individuals evolve toward intellectual enlightenment and spiritual refinement. To this kind of education all of the sciences and all of the humanities must contribute.

## HISTORIC MONTICELLO

WILLIAM H. WRANEK<sup>1</sup>

UNIVERSITY OF VIRGINIA

**M**Y thoughts end where I hope my days will end, at Monticello," Thomas Jefferson wrote from faraway Paris.

Wherever he might be, in Paris or in London, in New York or in Philadelphia, Jefferson's thoughts turned often to his home, set atop his own "Little Mountain" in Virginia's green and rolling Albemarle County. When he first put workmen to felling trees and grading off the mountain-top he had just turned twenty-one. Thereafter, through most of his long and active life, he was building and then rebuilding. He was continually making changes. Even as death drew near he was planning to raise the roof to make space for an attic with dormer windows.

Jefferson was born April 13, 1743, near Shadwell, a few miles eastward, across the Rivanna, from Monticello. His father, Peter Jefferson, had been granted part of his land by royal patent, but the homesite was acquired from his neighbor, William

Randolph, for the "consideration of Henry Weatherbone's biggest bowl of arrack punch."

When his father died young Tom came into possession of the thousand-acre estate. He bargained with a neighbor to grade 250 square feet, room enough for him to build his home. He planned in time to level off a spacious plateau, 200 feet wide and three times as long, with room enough for a broad lawn surrounded by gardens.

The mansion on the thousand-foot peak was built on the edge of the frontier. Half a hundred miles away, west of the Blue Ridge, settlers had not forgotten the terrors of marauding Indians. Most of the Virginia homes of the period were being built beside the rivers which afforded easy means of transportation and travel. Much of the material for Monticello had to be brought by barge up the

<sup>1</sup>Director of University News Service





*LeRoy Anderson Photograph*

Dining Room

James and the Rivanna, then up the mountain over heavy, red-clay roads.

Jefferson was the architect for Monticello, as he was for the homes of many of his neighbors, and five decades later for the University of Virginia's first buildings. Many of his ideas he drew from the books of Andrea Palladio, sixteenth century Italian architect. Later he was to borrow adaptations from homes he admired in Philadelphia and Annapolis, in England, and in France. But to the classic models, whether gleaned from books or seen at first hand, he was ever adding touches of his own. Thus to an unusual degree Monticello reflects many of the remarkable qualities of Jefferson's mind.

In 1870, when Shadwell was burned, Jefferson began to live in his mansion although it was far from being finished. In fact it was not until the next year that the southwestern outchamber was completed, just in time for him to have it ready for his bride, Martha Wayles Skelton, to whom he was married on January 1, 1772. This has been called "Honeymoon Lodge" because the newlyweds lived there.

#### LIFE AT MONTICELLO INTERRUPTED

Calls to serve as Virginia's spokesman in the history-making Continental Congress and as the governor of the Old

Dominion took him away from Monticello. Construction was slowed down. His carefully kept records show that in the summer of 1773 he ordered 100,000 bricks to be made, and a year later he sent to London for window frames and glass.

The mansion, visited by more than 200,000 last year, is almost twice the size of the main building at its first stage of



*Ralph Thompson Photograph*

Monticello Restored

completion. It then included the room on the west side, the drawing room in the center, with Jefferson's bedroom and study to the east and the dining room and tea room to the west. Small bedrooms were upstairs.

Jefferson was governor when the British entered Richmond in January, 1781. He came to Monticello while the General Assembly was meeting at the courthouse in Charlottesville. When Colonel Tarleton and his troopers came to capture them Jack Jouett made his famed overnight ride to warn them. Jefferson saw his family safely off, then watched the British ride into town before following his family to safety. Some legislators were captured but not the governor, for whom the Red coats are said to have carried a special pair of silver handcuffs. There had been burning in Richmond, but on Tarleton's orders Monticello was not harmed.



When his term as governor ended Jefferson tried to spend all the time he could at Monticello. He wanted to be near his wife, who was in failing health; he refused two appointments to negotiate treaties abroad. After her death he accepted the post of Minister to France.

Monticello was left behind for fourteen years, but it was frequently in his thoughts. With his daughters he picked out many things in Paris and had them packed to be sent back to Virginia. Visits to the south of France and to Italy gave him new ideas for additions to his resi-

carrying out his plans for their improvement. He could not resist President Washington's appeal to come to Philadelphia as Secretary of State, a post which then included service as Postmaster General and Commissioner of Patents.

One of those Jefferson took with him to Philadelphia was a fifteen-year-old slave, Isaac. His memoirs, transcribed in 1840 and recently edited by Rayford W. Logan of Howard University, have just been published by the University of Virginia. They tell how Jefferson arranged for the training of those who were to help with the completion of Monticello and in service on the place.

Hundreds of sketches of architectural ideas were made by Jefferson, and the careful student may note when he fell under the spell of Palladio, and when he began to include details from buildings he had studied at first hand. Before he began the addition of the rooms that make



*Ralph Thompson Photograph*

Serpentine Walls; English Influence

dence; in England he learned about landscaping and gardening. At one fine estate he made notes on the construction of ribbon walls which he was later to use in designing the Serpentine Walls of the University of Virginia.

The little family returned to Monticello just before Christmas of 1789. The house and the estate showed signs of long neglect, but there was no time to begin



*Ralph Thompson Photograph*

Thomas Jefferson's Tomb



up the easterly half of the mansion he brought to Monticello a young architect, Robert Mills, to help with the final plans. When the enlargement was completed the entire building was covered with a roof of sheet iron.

By this time Jefferson had served as vice-president under John Adams and had begun his own tenure of office as president of the United States. Washington was close enough to Charlottesville for him to spend more time at Monticello than when his duties took him to Philadelphia or abroad, but apparently never quite time enough for him to carry out his plans for landscaping and gardening.

The trial of Aaron Burr gave him the opportunity for which he had been waiting. He stayed at Monticello through

most of the weeks during which the charges of treason were being heard in Richmond. Edwin M. Betts, University of Virginia botanist, who has made the most careful study of Jefferson's gardening plans, believes that within this period he laid out walks and flowerbeds on the upper level of the mountain, and made the lower slopes into a park, with "roundabouts" for walking or riding in the woods.

The gardens at Monticello now bloom again through spring, summer, and fall, with the flowers and shrubs Jefferson loved best. His own plans were carried out by the Garden Club of Virginia in their program of restoration and replanting.

The farm lands at the foot of the mountain he divided into 4 sections of equal size, each with 7 fields of 40 acres,



Aerial View of Monticello

*Natori Photograph from Black Star*



and a well worked-out scheme for the rotation of crops. From Scotland he imported a thrashing machine which could thrash more than 120 bushels of grain in a day.

Agriculture was almost as much of a delight for Jefferson as was architecture. He was interested in trying to introduce the plants of other lands into Virginia. Scotch broom, blooming yellow on the hillsides in the spring, he imported as a flowering shrub.

Hospitality abounded at Monticello. Sometimes there were so many visitors that Jefferson would retreat to Poplar Forest, west of Lynchburg in Bedford County, on an estate which had belonged to his wife's father, John Wayles. Old and welcomed friends made up for the visitors who annoyed him. When LaFayette returned to America for his first visit after the Revolution, he came to Monticello in August of 1824.

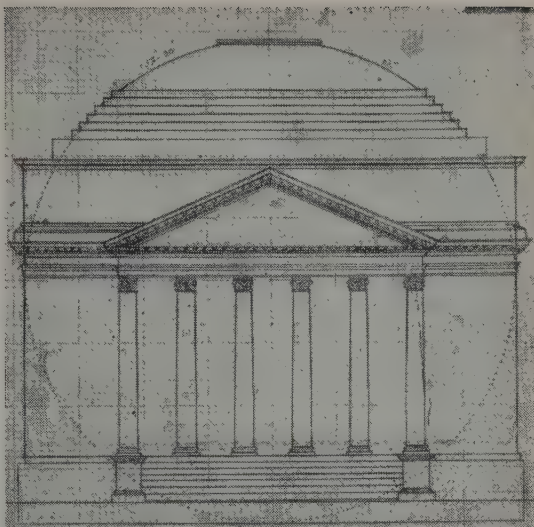
A grandson, Thomas Jefferson Randolph, wrote of the meeting of these two old friends, "Jefferson was feeble and tottering with age. LaFayette was permanently lamed and broken in health by long confinement in the dungeon at Olmutz. As they approached each other, their uncertain gait quickened itself into a shuffling run, and exclaiming, 'Ah, Jefferson!' 'Ah, LaFayette!' they burst into tears as they fell into each other's arms."

The next summer, before he returned to France, LaFayette again sought out Jefferson. This time the citizens of Charlottesville and Albemarle held a banquet for him under the dome of the not-quite-completed Rotunda of the University of Virginia.

#### DEEP INTEREST IN EDUCATION

Jefferson spent much time planning an educational system for Virginia. From the year he became governor, in June of 1779, this problem was constantly in his mind through most of his adult life.

Seventeen days after his inauguration he submitted to Virginia's General As-



Jefferson's Sketch of Rotunda

sembly a "Bill for the More General Diffusion of Knowledge." This proposed a statewide, publicly-financed system of elementary schools, grammar schools, academies, and colleges. Under his provisions basic instruction in reading, writing, and arithmetic would have been given all children, and those with special abilities would have been given opportunities to develop them. Jefferson's proposals were debated in the legislature and discussed throughout the Commonwealth for a decade and a half, but the legislation needed to put them into effect was never approved.

His interest in higher education never waned. When he was Minister to France he learned that the University of Geneva might be closed and he set to work to try to have it transplanted in Virginia. A few years later he had a similar plan for moving the University of Edinburgh to his native state.

By 1800 he was thinking in terms of a national university, and he sought the advice of experts on a plan for such an institution in Washington. In his sixth message to Congress, in 1806, he asked that the way for a national university be opened by a constitutional amendment for



the "great purposes of public education, roads, rivers, canals, and other objects of public improvement as it may be thought proper to add to the constitutional enumeration of Federal powers."

Not until his latter years, after his retirement to Monticello, was he able to translate into reality his dream of a University for Virginia that would "offer a temptation to the youth of other states to come and drink of the cup of knowledge and fraternize with us."

For the University of Virginia, Jefferson not only designed the original buildings in greatest detail, but he supervised their construction, selected the first faculty members, drew up a comprehensive program of instruction, and, because no grammar of Anglo-Saxon was available, wrote one of the first textbooks. His finely penned architectural drawings and specifications, most of them set down after he had passed his eightieth year, are among the University of Virginia's most prized possessions.

Jefferson delighted in his neighbors, among them James Madison and James Monroe, who served with him on the first governing board of his University. For Monroe, whom he persuaded to move from Fredericksburg to the foot of the "Little Mountain," he designed Ash Lawn, said to have been built for a thousand dollars. He also drew plans for the building and the remodeling of homes for other friends in Albemarle and in neighboring counties.

Death came to Jefferson on July 4, 1826, an even half-century after the signing of the Declaration of Independence. He is buried on the western slope of the mountain, under a simple shaft, which he de-

signed and for which he wrote an inscription:

HERE WAS BURIED  
THOMAS JEFFERSON  
AUTHOR OF THE DECLARATION OF  
AMERICAN INDEPENDENCE OF THE  
STATUTE OF VIRGINIA FOR RELIGIOUS  
FREEDOM AND FATHER OF THE UNIVERSITY  
OF VIRGINIA

Jefferson was greatly in debt when he died, and his daughter Martha, to whom he left Monticello, was forced to sell. The estate changed hands several times and was in great disrepair when it was bought, at a reported \$25,000, by Uriah Levy, a Naval officer. He used it only briefly, and after his death ownership was settled, after some litigation, upon his nephew, Jefferson M. Levy, of New York. Under the management of Thomas Rhodes the house was repaired and the farm lands again made productive.

The Thomas Jefferson Memorial Foundation, chartered April 13, 1923, made a contract for the purchase of the property for half a million dollars. Title was taken over on that same year and careful and systematic restoration of the historic mansion and its grounds was begun.

Monticello is now open to visitors every day in the year. They come, as in Jefferson's day, from near and far. The beauty and charm and character of Monticello are as fresh today as it was a century and half ago, when the Marquis de Chastellain wrote back to France of how greatly the mansion on the mountaintop differed from other dwellings he saw in America and said, "Mr. Jefferson is the first American who has consulted the fine arts to know how he should shelter himself from the weather."

*The most momentous events of history are always things accomplished that had been held to be impossible. It is vain to try to set a limit to the surge of genius; still more hopeless is it to set limits to the ultimate effects of good will. — Heinrich Pestalozzi*



# TEN MINUTES A DAY

ELIZABETH YATES

NEWBERY AWARD WINNER — 1951

TWO phases of reading stand out in my mind as forces that won my affection to the world of books; and the affection of a child is loyal and enduring. The first was being read aloud; the second was reading aloud to others.

My earliest memory of a book is seeing one held lovingly in my mother's hands while she read to us as we sat on the floor before her or curled up on a couch beside her. There were other things that went by the name of books. Some were made of cloth that could be put under a pillow, or sewed, or used in a tug-of-war, and whatever happened to them they came out looking more or less the same. Some were made of paper with stiff covers. A child could look at the pictures and even pretend to read the strange marks that were called words, but even these, like the rag dolls, were more in the nature of toys and were given the same treatment as a teddy bear or a doll. This other was different. Mother held it carefully. We leaned over her and looked at it with awe. There was something connected with it just that essence of magic which took it out of the usual world and made it wonderful.

Reading aloud was an important part of our family life, and it happened every day some time between supper and bedtime. "We'll read for ten minutes or so," Mother would say as she took a book down from the shelf, and we three younger ones whose bedtime was near would gather around her. The first words were the opening of a door. We must have known that the path before us would end in dreamland, but Mother's voice was like a soft broom sweeping away from the path everything that might have been troublesome in the day, leaving only a pleasant peace.

It was a magical moment; yet it was not just her voice, or the turning of the

pages, or the story, but something that combined all three. The book itself spoke to us. Sometimes it was a familiar story; sometimes it was new. We would listen with eager attention, following the adventure or fascinated by the words. It always ended too soon, yet each of us knew that Mother had only commenced something that would go on and on. Our minds were filled with pictures; quiet with things to think about. Climbing into bed, I felt almost eager for the moment when the light would be put out and the room would slide into darkness, for then I could go on with the story in my own way, in my own mind.

We grew too old to be read to; but we never grew away from the magic. Books were early friends and they remained true as the years went on. Books grew with us, or we with them, but still the magic persisted. And, even now, the words seem to read themselves to me from the page; their tone is low and intimate, as Mother's voice when she read to us. A warm love for books was born and nurtured during those early days which has deepened and developed with the years; a respect for books; an expectancy of good from them. Mother must have made excellent choices when she read to us, for she helped us encourage a standard of good taste, an instinctive measuring stick which has stood us well.

During school days I had the eagerness most children have to read everything at hand, and books continued to be a real part of life. On birthdays and at Christmas, they were presents one could look forward to. They might not always be the most important presents, but they could be relied on, provided they came from a person who remembered one's age. I must have been about ten when I realized that I was building my own library, for the



single shelf that held my beloved books had become so tightly filled that another had to be added.

#### READING ALOUD STIMULATING

A few years later, when I reached the status of the ninth grade, I was able to participate in a practice that was part of the life of my school. Our principal gave prizes at the end of the year to all who had read aloud for ten minutes every day from a book to an older person. It sounded easy; it proved to be difficult. Ten minutes was a short piece of time, but grown-ups were busy people and it was often hard to get hold of one for even that long; and to do something every single day from September to June was a challenge to conscientious remembering.

Mother was as generous with me in listening as she had been in reading and we read together faithfully every day. The few times when she was away, I had to find someone else to listen to me. The best part of the reading was that we rarely read for just those ten minutes. Interest would be aroused, ideas stimulated, and we went on for half an hour, sometimes even longer.

One of the conditions in the unusual marathon was that the younger person must always remind the older listener of the reading to be done. Once, during that first year, I forgot. I remember waking up in the middle of the night with the feeling that something had not been done that day and then I thought of my stint of reading aloud. The clock on the stairs was striking three. It was too late to redeem myself. But we went on with our daily reading, even though I could not qualify for an award at the year's end.

Sometimes, at a weekend houseparty, we young people wished we could read to each other, but that would have broken one of the rules. And there was wisdom in that rule, I came to see later. An older person knew about pronunciation and meanings and could help where a younger mind, left to itself, might tend to slide

over both; and when an older person said "Let's look it up," it had a way of making a third partner out of the dictionary.

Even the measles or a cold did not interfere with the reading. I can remember reading aloud my ten minutes with a throat so hoarse that only a whisper came, and I can remember reading aloud at an emotionally difficult time when I seemed one in a world of adults who were all against us. It was hard to raise my voice, but once the words began to come they made a bridge of understanding. For the last three years of school I won the award each year, with others who had also been faithful. Books were always given as presents. Their value went beyond all measuring. Mine are still an integral part of my library.

There was no question in my mind then of the importance of books in my life, or in the life of any one. They were friends: certain, reliable, and always within reach. Perhaps this relationship would have developed in me naturally; perhaps not. That it had such sturdy growth seems to me to be due to the listening and the reading that marked the early years. The function of a book became woven into life: the word heard, the word uttered stood for the sharing of ideas, the meeting of minds.

We hear much about the battle of the books facing today's children, but the books will never lack their inevitable victory if an older person standing near—parent, teacher, friend—will introduce them to children. The power of the word can win its own battles: the word that is the foundation for all achieving, the little door that opens into the world of ideas.

Keats, in one of his poems, speaks of "all lovely tales that we have heard or read," and he likens them to

An endless fountain of immortal drink  
Pouring unto us from the heaven's brink.

In the early days that are so safe and



secure, so warm in parents' love and the companionship of one's own, books can do much to open the windows of heaven.

Once opened, nothing that may happen during the years can ever close those windows.

# THE NEWBERY-CALDECOTT AWARDS

## The Effect On Children's Literature

MARY PETERS

PUBLIC LIBRARY OF CINCINNATI

**E**XCITEMENT and anticipation reign each year in the world of children's literature during balloting time for the Newbery-Caldecott Awards. Tension mounts until the day when the winners are announced. The John Newbery Medal, awarded annually since 1922, gives recognition to the most outstanding writing for children. This award takes its name from a London bookseller who pioneered in the field of children's book production. His little four-inch books, bound in Dutch paper and illustrated with small woodcuts, sold for a few pennies, which placed them within the range of a modest purse. Their content, though it reflected the didactic tone of the times, was planned for children's own enjoyment.

To choose a book which is original in conception, fine in workmanship, artistically true, written during the previous year by an author who is a citizen or resident of the United States, is the responsibility of a voting committee of twenty-two members of the Children's Division of the American Library Association, who receive nominations from the membership.

The Randolph Caldecott Medal established in 1937 and named in honor of the genial nineteenth century illustrator of children's books, who loved the countryside and was fond of animals, is given to the artist of the year's most distinguished American picture book for children. Although the Caldecott Medal award is made to an illustrator rather than to the author of a book, the judges consider only

books in which the text is worthy of the illustrations. In other words the Caldecott Medal recognizes art, while the Newbery Award honors literary merit.

It is to Frederick Melcher, President of the R. R. Bowker Company and Editor of *Publisher's Weekly*, that appreciation is due for the idea and for the generous gift of the two medals. The announcement comes from his office in March; consult your local library for the 1952 recipients. The actual presentation of the medals occurs at the Newbery-Caldecott banquet of the Children's Library Association, always a gala affair, during the annual meeting of the American Library Association.

### NEWBERY AWARDS

Last year, the thirtieth presentation of the John Newbery Medal was made to Elizabeth Yates, author of many books for children, young people, and adults. It recognized her most recent book, *Amos Fortune, Free Man*. In this unforgettable story, an African Prince is sold into slavery in Massachusetts, but dies a free man and a respected member of his community. His noble life, his devotion to the cause of the weak and needy, and his legacy to his town and church present one of the best concepts of understanding we have yet found in children's literature.

The first fifteen awards have already been reviewed by J. Z. Connell in her "Newbery Prize Awards and Authors,"<sup>1</sup> and the years 1922-1933 by Muriel E.

<sup>1</sup>Elementary English Review, October, 1936



Cann in *Newbery Medal Books*. The award winners of the last fifteen years emphasize qualities highly inspirational for the child of today.

*The Door in the Wall* (1949) by Marguerite de Angeli has thirteenth century England as its background and courage as its dominant message. It is the dramatic story of Robin, the son of a great Lord, left a cripple by a strange malady on the eve of his departure to begin training for knighthood. Despite his disability, Robin wins the king's recognition. What a heartening book to put into the hands of a child stricken with polio!

Elizabeth Janet Gray, Mrs. Vining, takes us back to the same century in her *Adam of the Road* (1943). This story shows Englishmen becoming aware of their rights. Into the adventure of the boy Adam is woven the beauty of ancient song, mellow stones, and far-off times.

In *King of the Wind* (1949) by Marguerite Henry we find a steadfast devotion of the boy groom to a horse—the Godolphin Arabian stallion, one of the ancestors of Man-of-War.

Carolyn Sherwin Bailey's *Miss Hickory* (1947) portrays through a little apple-twig hickory-nut doll such human qualities as adjustment to environment, growth in understanding, and even reveals concepts of death and resurrection.

*Strawberry Girl* (1946) by Lois Lenski shows determination to rise above environment. Down in the Florida Cracker country, the author saw a little girl plowing in a sandy field. That little girl became Birdie Boyer in one of our finest regional stories.

Robert Lawson, both author and illustrator of *Rabbit Hill* (1945), shows an unusual philosophy of human relationship, love of one's home, and the mysterious sharing of life between animals and human beings.

In *Twenty-one Balloons* (1948), a fantastic science fiction story, William Pène duBois retains every ounce of enthusiasm,

keenness of mind, and love of detail to be found in the most alert boy of any age. He makes a far-fetched situation seem credible.

Esther Forbes in *Johnny Tremain* (1944) emphasizes the struggle for freedom during the early days of the American Revolution. Johnny, a silversmith's apprentice, rises above the bitterness caused by a hand injury to help the Sons of Liberty.

*The Matchlock Gun* (1942) of Walter Edmonds shows the perfect trust and understanding between a ten-year-old boy and his mother.

James Daugherty's *Daniel Boone* (1940) appeals to the pioneer spirit in all boys and brings to life that stalwart figure of the wilderness road.

The South Sea legend *Call It Courage* (1941) by Armstrong Sperry shows fear conquered in ninety-five dramatic pages. Mafatu, son of a Polynesian chief, lost fear by facing volcanic island dangers.

In *Thimble Summer* (1939) by Elizabeth Enright we find the warmth of human relationship, a true sense of fun, and a deep appreciation of country life in modern America.

Lucinda, in *Roller Skates* (1937) by Ruth Sawyer, has friends from eight to eighty, who share her independent spirit and happy self-reliance.

The Newbery Medal is not awarded for popularity, but for the most distinguished children's book of the year. Selections are judged on the literary quality of the books, the lasting value to children's literature, and the veracity of characterization, as well as on juvenile appeal. The books are of varying age levels and some, as with the classics, need to be introduced. A single book is selected each year. Perhaps a book awarded the medal one year may not be of as high quality as another which did not receive the medal in a year which produced several very worthwhile titles. But, over a thirty year period, one finds wide representation in the Newbery titles—



history, biographies, short stories, epics, horse stories, a nature story, a fantastic science story, and all kinds of fiction. This medal has been presented to seventeen women and thirteen men.

The John Newbery Award inspires recognized authors as well as beginners to create their best. Children's literature has been enriched by the contributions of award winners, runners-up, and aspirants to the honor. Even runners-up are distinguished and some are well on their way to becoming childhood classics — *Downright Dencey*, each one of the *Little House* books by Laura Wilder, *Mr. Popper's Penguins*, *The Middle Moffat*, *Rufus M. Misty of Chincoteague*, and *Daughter of the Mountain* to list a few.

#### CALDECOTT AWARDS

What the Newbery Medal is for literature, the Caldecott Medal is for art in Picture Books, and the medal is always awarded to the illustrator.

The 1951 award was given to Katherine Milhous for *The Egg Tree* — a picture story book, rich in design and color, depicting the spirit of the old Dutch Pennsylvania family celebration of making an Easter-egg Tree.

In 1950 Leo Politi was honored for his *Return of the Swallows*. Delicate pastel coloring of the old mission of Capistrano illustrates a joyous story of a boy, an aged gardener, and the returning swallows.

The 1948 and 1949 awards were both given to titles on the ever magical subject of "Snow": the 1948 to Roger Duvoisin's drawings of *White Snow, Bright Snow* — a true picture of the freshness, gaiety, and vitality of winter seen through the feelings of a child; the 1949 to *The Big Snow* by Berta and Elmer Hader — a glimpse of the 1947 "Big Snow" as seen at their own home in Nyack, New York.

In 1947 Leonard Weisgard won the award for illustrating Margaret Wise Brown's *The Little Island* — a vivid portrayal of birds and animals through changing seasons.

*The Rooster Crows* by Maud and Miska Petersham (1946) is as fresh and timeless as the cock's crow. The old songs, rhymes, and counting-out games have been an endless source of pleasure to young children as have been other earlier Petersham books.

In 1945 Elizabeth Orton Jones won the award for her illustrations of Rachel Field's poem *Prayer For a Child*. The appeal of her drawings lies in the colors and a softness of line which has caught the wistfulness and tenderness of children unobserved.

In 1943 it was *The Little House* by Virginia Lee Burton. Children love the charming illustrations of the "Little House" through the many years as it is surrounded and then engulfed by the growing city.

In 1942 the award was given to Robert McCloskey's *Make Way for Ducklings*, an amusing story with life-like drawings of a family of ducklings possessed of a fine disregard for the problems of traffic and the feelings of a Boston policeman.

The subjects treated in the first four Caldecott awards and in the one given in 1944 are for a slightly older age group.

In 1944 Louis Slobodkin's illustrations of James Thurber's *Many Moons* were chosen. Slobodkin's humorous line heightens Thurber's subtle fantasy.

In 1941 *They Were Strong and Good* by Robert Lawson, a story of our American forebears, was honored.

In 1940, the picture biography of Abraham Lincoln by Ingri and Edgar Parin D'Aulaire was selected. It is a masterpiece of lithography.

The drawings in Thomas Handforth's *Mei Li* (1939) vividly picture the New Year happily celebrated in a Chinese compound.

The very first Caldecott winner was Dorothy Lathrop for her strong and expressive illustrations of *Animals of the Bible*. The text was selected by Helen Dean Fish.

Miss Ruth Hewitt, Chairman of the Children's Library Association in 1950-1951, sums up the general feeling of all those interested in the work of the Newbery-Caldecott Committee:

Every thoughtful person dealing with books for children watches this process (Newbery-Caldecott Awards) as a whole and sees emerging all the varied experiences we have with

books, personalities, regions. Looking back over the nominations of other years, we see issuing trends, new currents of thought, and reflection of national interest of people who work with books. No one who is even remotely connected with this committee each year can help but feel the impact of national interest in the process and realize how much we owe Frederick Melcher, the founder of the awards.

## NEWBERY MEDAL AWARDS

AN AWARD GIVEN ANNUALLY "FOR THE MOST DISTINGUISHED CONTRIBUTION TO AMERICAN LITERATURE FOR CHILDREN"

1922	Van Loon, Hendrik William.....	The Story of Mankind.....	Liveright
1923	Lofting, Hugh.....	The Voyages of Doctor Dolittle....	Lippincott
1924	Hawes, Charles Boardman.....	The Dark Frigate.....	Little
1925	Finger, Charles Joseph.....	Tales from Silver Lands.....	Doubleday
1926	Chrisman, Arthur Bowie.....	Shen of the Sea.....	Dutton
1927	James, Will.....	Smoky, the Cow Horse.....	Scribner's
1928	Mukerji, Dhan Gopal.....	Gay-Neck.....	Dutton
1929	Kelly, Eric P. ....	The Trumpeter of Krakow.....	Macmillan
1930	Field, Rachel.....	Hitty, Her First Hundred Years....	Macmillan
1931	Coatsworth, Elizabeth.....	The Cat Who Went to Heaven.....	Macmillan
1932	Armer, Laura Adams.....	Waterless Mountain.....	Longmans
1933	Lewis, Elizabeth Foreman.....	Young Fu of the Upper Yangtze....	Winston
1934	Meigs, Cornelia Lynde.....	Invincible Louisa.....	Little
1935	Shannon, Monica.....	Dobry.....	Viking
1936	Brink, Carol Ryrie.....	Caddie Woodlawn.....	Macmillan
1937	Sawyer, Ruth.....	Roller Skates.....	Viking
1938	Seredy, Kate.....	The White Stag.....	Viking
1939	Enright, Elizabeth.....	Thimble Summer.....	Farrar
1940	Daugherty, James H. ....	Daniel Boone.....	Viking
1941	Sperry, Armstrong.....	Call It Courage.....	Macmillan
1942	Edmonds, Walter D. ....	The Matchlock Gun.....	Dodd
1943	Gray, Elizabeth Janet.....	Adam of the Road.....	Viking
1944	Forbes, Esther.....	Johnny Tremain.....	Houghton
1945	Lawson, Robert.....	Rabbit Hill.....	Viking
1946	Lenski, Lois.....	Strawberry Girl.....	Lippincott
1947	Bailey, Carolyn Sherwin.....	Miss Hickory.....	Viking
1948	duBois, William Péne.....	The Twenty-One Balloons.....	Viking
1949	Henry, Marguerite.....	King of the Wind.....	Rand
1950	de Angeli, Marguerite L. ....	The Door in the Wall.....	Doubleday
1951	Yates, Elizabeth.....	Amos Fortune, Free Man.....	Aladdin

## CALDECOTT MEDAL AWARDS

AN AWARD GIVEN ANNUALLY "FOR THE MOST DISTINGUISHED AMERICAN PICTURE BOOK FOR CHILDREN"

1938	Lathrop, Dorothy P., illus. ....	Animals of the Bible.....	Lippincott
		Bible text selected by Helen Dean Fish	
1939	Handforth, Thomas.....	Mei Li.....	Doubleday



1940	d'Aulaire, Ingri M. and Edgar Parin....	Abraham Lincoln.....	Doubleday
1941	Lawson, Robert.....	They Were Strong and Good.....	Viking
1942	McCloskey, Robert.....	Make Way for Ducklings.....	Viking
1943	Burton, Virginia Lee.....	The Little House.....	Houghton
1944	Slobodkin, Louis, illus. ....	Many Moons.....	Harcourt by James Thurber
1945	Jones, Elizabeth Orton, illus. ....	Prayer for a Child.....	Macmillan by Rachel Field
1946	Petersham, Maud and Miska.....	The Rooster Crows.....	Macmillan
1947	Weisgard, Leonard, illus. ....	The Little Island.....	Doubleday by Golden MacDonald
1948	Duvoisin, Roger, illus. ....	White Snow, Bright Snow.....	Lothrop by Alvin Tresselt
1949	Hader, Berta and Elmer.....	The Big Snow.....	Macmillan
1950	Politi, Leo.....	Song of the Swallows.....	Scribner's
1951	Milhous, Katherine.....	The Egg Tree.....	Scribner's

## MORE POETRY RECORDINGS<sup>1</sup>

JOHN STEWART CARTER

CHICAGO TEACHERS COLLEGE

THREE criteria for judging poetry recordings were evolved from listening to "Masterpieces of Literature," "The Voice of Poetry," and "The London Library of Recorded English." These criteria were:

1. Is the articulation clear and natural?
2. Is the meaning made clear without distortion of the essential rhythm?
3. Is the reader's voice appropriate to
  - a. the character speaking the poem
  - b. the situation
  - c. the varieties of emotion involved

The London Library of Recorded English is the most successful of the recordings under consideration. Not only does it satisfy these criteria, but the poems selected are more generally useful at various levels of student comprehension. Since the poems are read by a number of voices it has the great advantage of variety. In a classroom especially this is important since any understanding of poetry must begin with the student's realization that a different man or woman — with different attitudes and problems — is the source of every poem. For example, it is a medita-

tive man who speaks Walter de la Mare's "All That's Past" (Cecil Day Lewis), and an innocent girl who speaks Alice Meynell's "The Shepherdess" (Pauline Letts). Both poems are suitable for high school.

Pauline Letts also reads W. H. Davies' "Early Morn," and the reading is not only a description of morning but of the kind of person who perceives such things. The value of the poem and the reading lies in the fact that the student can be led to realize that he, too, can see the beauty of commonplace things if only he will look.

Another poem, William Morris's "Inscription for a Bed at Kelmscott Manor," which can be used for the same purpose, is read by V. C. Clinton-Bailey. His voice may be too deep for very young children, but the poem would be excellent in the upper grades where the emotion attendant on being in bed alone when it is very cold or there is a storm outside would be remembered and recognized.

The recordings are almost completely successful in their ability to communicate

<sup>1</sup>See "Poetry Recordings by Poets," by John Stewart Carter and Mary Elizabeth Flynn. CHICAGO SCHOOLS JOURNAL, September-October, 1950.

the sort of person the speaker must be. Thus it is not Robert Harris, the actual reader, or John Keats, or Coleridge who speaks "La Belle Dame Sans Merci" and "Kubla Khan" but *a* man — any man — telling a wonderful, dramatic and, such is the force of the imagery and the completely realized rhythm, believable story. Even so famous a poem as the "Solitary Reaper" becomes real in the reading of Cecil Day Lewis because it is never merely Wordsworth or Lewis but romantic man who speaks. The consonants are exquisitely clear, but the simplicity is never lost and the drama, properly, is subordinated to the feeling.

James Stephens reads his own "The County Mayo" and "The Fifteen Acres." "The County Mayo" is a rather trivial poem made real by the reading which makes it clear that the speaker, however homesick, is a strong, not sentimental, man who knows what he wants. "The Fifteen Acres" is a singing ballad appropriate even in the lower grades for it evokes the picture of an ordinary man who half sings, half speaks the poem. There are an enormous number of rhymes and the onomatopoeia is a *tour de force* which even elementary students can hear.

Peacock's "The War Song of Dinas Vawr," read by Dylan Thomas, has a similar value. It has a dramatic, ferocious, mock heroic tone, a fairy tale savagery, and the double rhymes which children love. In the lower grades it should be played a number of times for the pure sound; the poetic devices are not too subtle to be understood by a high school class.

There are two dialect readings in the set, both by John Laurie. One is the "traditional" "Lyke Wake Dirge," and the other the Scotch "Tam i' the Kirk." Both are marvellously effective in capturing a mood and presenting the intensely dramatic honesty of folk poetry.

The variety and usefulness of the set of recordings should be apparent from this sampling, but some mention should be made of Cecil Truncer's reading of D. H.

Lawrence's "Snake," and Peacock's "Three Wise Men of Gotham." "Snake" would be useful in almost any writing class because the acuteness of the observation is so perfectly reflected in the exactness of the diction. "The Three Wise Men of Gotham" is read by five voices and is the most spectacular instance of variety in the set. The dialogue is expertly handled and the choral reading at the end should be heard by any class interested in group reading.

The Edith Evans volume is disappointingly uneven. Some of the children's poems, de la Mare's "Nicholas Nye," Herrick's "A Child's Grace," are childish rather than childlike, and it is Edith Evans, a condescending adult, rather than a child who speaks. Her voice is beautiful; but it is inappropriate. In a poem like Chesterton's "The Rolling English Road" this is peculiarly striking. The rhythm is good, the place names clear, but there is a false heartiness to the whole business that no class could endure, Hardy's "Weather" suffers from a similar archness. On the other hand "You Are Old Father William" is done in the best patter style and would be a revelation to any child who had only seen and not heard the poem. Masfield's "Cargoes" and "Tewkesbury Road" would appeal to younger children, and Chesterton's "The Donkey" is a delight. It is tighter than *The Small One* and similar stories, and it is inappropriate that an obviously older woman should tell it. Much the same thing is true of the simple and inspirational "Ploughman"; and the pretty sentiments and pictures of Noyes's "The Elfin Artist" are well within the range of her voice.

The two Shakespeare sonnets, "When to the Sessions of Sweet Silent Thought," and "Let Me Not to the Marriage of True Minds" emerge as cheery and trivial poems which no one for a moment would believe. The ruggedness of "The Marriage of True Minds" is smoothed out, and the weak couplet is forced.



Blake's "The Tiger" is frightened, rather than awed, and "The Solitary Reaper" is condescending rather than envious. Even the rhythm is lost, and the record could profitably be played along with the Lewis recording (above) to illustrate how differently two readers can read the same lines. The same kind of contrast is possible between her reading of "La Belle Dame Sans Merci" and Robert Harris's (above). The Evans reading lacks any kind of variety or life, and the polished modern French accent with which she speaks the title phrase borders on the ludicrous. Her exceedingly British accent would spoil a good deal of the poetry for Americans even in such beautifully done pieces as Wordsworth's "Westminster Bridge," and Shakespeare's "Fear No More the Heat O' the Sun" where *fear* emerges as an unintelligible *fare*.

The best readings of the volume are Tennyson's "Sweet and Low" which is spoken with deep affection and a complete realization of the possibilities of the rhythm, and Clough's "Say Not the Struggle Naught Availeth" which is read with great conviction.

The Rathbone album is similarly uneven, and there is, but to a lesser degree, the same problem of the very British accent. Once the accent is accepted as natural to the speaker, no difficulty should arise, but such acceptance does not come easily to students. Take the "Ode to the West Wind" as a case in point. The reading as a whole is well conceived, and the rhythm of the violent passage is expertly communicated, but the softer stanzas where "the sense faints picturing" sound false, and the necessary contrast is lost.

As a general rule, Mr. Rathbone does poor or mediocre poetry better than he does good poetry. He invests Longfellow's "Arrow and the Song" with a rhetorical significance which is not there, and "Abou Ben Adhem" sounds like a major work. Bryant's "To a Waterfowl," Lanier's "America," Hodgson's "Stupidity Street," and James Stephen's "Hate" are all well

read and their meanings nicely pointed for grade school classes.

On the other hand Waller's "Go Lovely Rose" and Herrick's "Gather Ye Rosebuds" are reduced to pretty trivialities and the fundamental seriousness of their injunctions is entirely lost. Equally trivial is the treatment of Millay's "God's World" and "Travel," and A. E. Housman's "Loveliest of Trees the Cherry Now." For such poetry to have any appeal at any level, the student must realize that when Miss Millay, for example, says "There is not a train I would not ride, no matter where it's going," it is the reflection of an attitude towards life, and as such is a serious and not a childish matter. Even the selections from "In Memoriam" are read in a conversational manner, and the torture of Tennyson's mind is reduced to sweet and meaningless sounds. "The Ode to a Grecian Urn" is similarly conversational and swift, and "Cold Pastoral...." emerges as an angry, pettish imprecation: as if Keats were angry at the urn instead of heartbroken by life.

In three poems Rathbone fails to capture the rhythmical pattern: Keat's "On First Looking into Chapman's Homer," Stevenson's "The Vagabond," and Clough's "Say Not the Struggle." "Say Not the Struggle" is grammatically clear, but unlike Edith Evans' reading (above) the rhythm is distorted. The "Homer" in losing the accent also loses the "wild surmise," and while "The Vagabond" is properly vigorous, the lilt is gone. "Invictus" and Marlowe's "The Passionate Shepherd to His Love" are read at a break-neck pace as if Rathbone were embarrassed, and Stevenson's "In Memoriam" (Home Is the Hunter) is neither incisive nor finished. Sir Walter Scott's "My Own, My Native Land" has no majesty, and Colcum's "Old Woman" expresses an eccentric and Irish, rather than a universal, longing. "How Do I Love Thee" and "Prospice" are well done. Although "Prospice" is too resigned in the intermediate stanzas, the climax is dramatic and believable.

The readings which are most successful are Milton's "On the Late Massacre in the Piedmont" and Wordsworth's "The World Is Too Much With Us." Both are angry poems and both are done with great artistry. Indeed "rolled mother with infant down the rock" could be used in any class to show how words, meaning, and meter combine in a dramatic whole.

Like Rathbone, Norman Corwin is more successful with poor poetry than he is with good poetry. The sermonistic "The Man With the Hoe" and "In Flanders' Fields" are suitable to his style of delivery, and Kipling's "Boots" is appropriately frantic. The "great" poems, however, are entirely outside of his understanding. The rhythm is almost always distorted and even the meaning is not always clear. It is literally impossible to follow a conversational "Kubla Kahn," and in "On His Blindness" and "Ozymandias" the words are run so deliberately together that neither sense nor meter emerges. The hearer would wonder what, for example, Mr. Corwin thought Blake's "Tiger" meant, or what he thought the situation of "Dover Beach" was. "Come to the window" is spoken as if it were a question, and the line, "brought into his mind," is accented on "his." Even when the rhythm is completely clear as in Burn's "My Luv Is Like a Red, Red Rose," Browning's "Boots and Saddle," Tennyson's "Break, Break, Break" and "Crossing the Bar," or Byron's "She Walks in Beauty," the poems are read with incomprehensible pauses and emerge as neither understandable prose nor recognizable poetry. Spondees are forced into an iambic pattern and anapaests are slurred as if Mr. Corwin were unaware that such variations of the English poetic line existed.

The album, however, contains a good many poems for children, and in general these are well done. L. V. Reese's "The Lark," Adelaide Crapsey's "November Night," Vachel Lindsay's "From the Santa Fe Trail," Sidney Lanier's "Song of

the Chattahoochee," and Carl Sandburg's "Lost" and "Fog" are included.

A list of the records follows:

*London Library of Recorded English.* Books I and IV. Various narrators. Produced by the United Programmers Limited, London, England. Available from Britam Agencies, Inc., 245 Fifth Avenue, New York 16. Each book consists of 6 twelve-inch, double-faced, unbreakable records, 78 r.p.m.

#### Book I — Lyrics

- Jerusalem, William Blake (1757-1827)
- Romance, W. J. Turner (1889-1946)
- The Reverie of Poor Susan, William Wordsworth (1770-1850)
- The Tiger, William Blake
- The Solitary Reaper, William Wordsworth
- All That's Past, Walter de la Mare (b. 1873)
- She Dwelt Among the Untrodden Ways, William Wordsworth
- La Belle Dame Sans Merci, John Keats (1795-1821)
- Kubla Kahn, Samuel Taylor Coleridge (1772-1834)
- The War Song of Dinas Vawr, Thomas Love Peacock (1785-1866)
- The Three Wise Men of Gotham, Thomas Love Peacock
- Meg Merrilies, John Keats
- The Gypsy Girl, Ralph Hodgson (b. 1871)
- Loveliest of Trees the Cherry Now, A. E. Housman (1859-1936)
- Song of Enchantment, Walter de la Mare
- The Kingfisher, W. H. Davies (1871-1940)
- Weather, Thomas Hardy (1840-1928)
- Early Morn, W. H. Davies
- The Shepherdess, Alice Meynell (1847-1922)
- Inscription for a Bed at Kelmscott Manor, William Morris (1834-1896)
- The County Mayo, James Stephens (b. 1882)
- The Fifteen Acres, James Stephens
- Forefathers, Edmund Blunden (b. 1896)
- Death the Leveller, James Shirley (1596-1666)
- Pied Beauty, Gerard Manley Hopkins (1844-1889)
- If I Should Ever by Chance Grow Rich, Edward Thomas (1878-1917)
- The Splendour Falls on Castle Walls, Lord Tennyson (1809-1892)



# BOOK IV — Lyric Poetry

Words, Edward Thomas

To Apollo, Robert Herrick

Mad as the Mist and Snow, W. B. Yeats

Imitated from the Japanese, W. B. Yeats

Summer Evening, John Clare

Ode on a Grecian Urn, John Keats

Shall I Compare Thee to a Summer's Day,  
William Shakespeare

Another Spring, Walter de la Mare

My Luv is Like a Red, Red Rose, Robert Burns

On His Blindness, John Milton

The World is Too Much With Us, William  
Wordsworth

On First Looking into Chapman's Homer, John  
Keats

It Freezes: All Across a Soundless Sky, Hilaire  
Belloc

The Darkling Thrush, Thomas Hardy

At a Lunar Eclipse, Thomas Hardy

Wenlock Edge, A. E. Housman

When Lads were Home from Labour, A. E.  
Housman

Tell Me Not Here, A. E. Housman

My Sweetest Lesbia, Thomas Campion

Tam o' the Kirk, Violet Jacobs

Lyke Wake Dirge (Traditional)

Snake, D. H. Lawrence

Tree at My Window, Robert Frost

Stopping by Woods on a Snowy Evening, Robert  
Frost

Fire and Ice, Robert Frost

The Road Not Taken, Robert Frost

The Railway Junction, Walter de la Mare

Lights Out, Edward Thomas

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records, 78 r.p.m. \$5.00 per volume.

VOLUME I, MM-375. Narrated by Edith Evans

The Reaper, Wordsworth; Sweet and Low,  
Tennyson; A Child's Grace, Herrick.

Sonnet CXVI, Let Me Not to the Marriage of  
True Minds; Sonnet XXX, When to the Ses-  
sions of Sweet Silent Thought; "Cymbeline"  
—Fear No More the Heat O' the Sun,  
Shakespeare.

Tewkesbury Road, John Masefield; The Don-  
key, G. K. Chesterton; Weather, T. Hardy.  
Nicholas Nye, de la Mare; The Shyness of  
Beauty, Binyon.

The Kingfisher, W. H. Davies; The Song of  
Enchantment, de la Mare; You Are Old,  
Father William, Carroll.

Cargoes, John Masefield; The Ploughman,  
Bottomley; Summer Morning, Wallace B.  
Nichols.

The Rolling English Road, G. K. Chesterton;  
The Shop Girl, Richard Church.

The Elfin Artist, Noyes; The Moon, W. H.  
Davies.

Sonnet CIV, To Me Fair Friend, Shakespeare;  
To Celia, Ben Johnson; A Slumber Did My  
Spirit Seal, Wordsworth.

La Belle Dame Sans Merci, Keats.

The Tiger, Blake; Say Not the Struggle Naught  
Availeth, Clough; She Walks in Beauty,  
Byron.

Upon Westminster Bridge, Wordsworth; Allan-  
a-Dale, Scott.

VOLUME II, MM-419. Narrated by John Gielgud  
Go, Lovely Rose, Edmund Waller; Since First  
I Saw Your Face, Anon, Circa, 1607; Shall I  
Compare Thee, Shakespeare.

Preludes, T. S. Eliot.

The Triumph, Johnson; That Time of Year,  
Shakespeare.

The Journey of the Magi, T. S. Eliot.

Ode to the West Wind, Shelley (Beginning).  
Ruth, John Masefield; Leisure, W. H. Davies;  
Silver, Walter de la Mare.

Ode to the West Wind, Shelley (Conclusion).  
Lone Heat, Learning, Siegfried Sassoon; Down  
the Glimmering Staircase, Siegfried Sassoon;  
Arabia, Walter de la Mare.

Ozymandias, Shelley; Death, Donne.

The Storm Is Over, Robert Bridges.

So We'll Go No More A-Roving, Byron; Young  
and Old, Charles Kingsley; A Birthday,  
Christina Rossetti.

Summer Dawn, William Morris; Break, Break,  
Break, Tennyson.

VOLUME III — Poetry Album 2, Great Themes In  
Poetry. Narrated by Basil Rathbone

E11-1. God's World, Edna St. Vincent Millay;  
Loveliest of Trees, A. E. Housman;  
The Vagabond, Robert Louis Steven-  
son.

E11-2. Ode on a Grecian Urn, John Keats.

- E11-3. Abou Ben Adhem, Leight Hunt; Hate, James Stephens.
- E11-4. Sonnet XXIX, William Shakespeare; The Arrow and the Song, Henry Wadsworth Longfellow; Sonnet XLIII, Elizabeth Barrett Browning.
- E11-5. The Passionate Shepherd to His Love, Christopher Marlowe; Go, Lovely Rose, Edmund Walter; To the Virgins to Make Much of Time, Robert Herrick.
- E11-6. The World Is Too Much With Us, William Wordsworth; Travel, Edna St. Vincent Millay; On First Looking into Chapman's Homer, John Keats.
- E11-7. Ode to the West Wind, Percy Bysshe Shelley.
- E11-8. From In Memoriam (Section LV), Alfred Tennyson; To a Waterfowl, William Cullen Bryant.
- E11-9. On the Late Massacre in Piedmont, John Milton; Stupidity Street, Ralph Hodgson; In Memoriam F. A. S., Robert Louis Stevenson.
- E11-10. Sonnet, Rupert Brooke; Prospice, Robert Browning.
- E11-11. The Waste Places, James Stephens; Say Not the Struggle Naught Avail-eth, Arthur Hugh Clough; Invictus, William Ernest Henley.
- E11-12. The Old Woman of the Roads, Padraic Colum; My Own, My Native Land, Sir Walter Scott; America, Sidney Lanier.
- E5-5. From the Sante Fe Trail, Vachel Lindsay; Lost, Carl Sandburg.
- E5-6. Silver, Walter de la Mare; The Run-away, Robert Frost; A Wet Sheet and a Flowing Sea, Allan Cunningham.
- E5-7. The Fog, Carl Sandburg; The Railway Train, Emily Dickinson; Deserted, Madison Cawein; In Time of "The Breaking of Nations," Thomas Hardy.
- E5-8. Crossing the Bar, Alfred Lord Tennyson; Ozymandias, Percy Bysshe Shelley; The Tiger, William Blake.
- E5-9. She Walks in Beauty, George Gordon Byron; Dover Beach, Matthew Arnold.
- E5-10. Encouragements to a Lover, Sir John Suckling; On His Blindness, John Milton; In Flanders Fields, John McCrae.
- E5-11. When I Heard the Learn'd Astronomer, Walt Whitman; To Althea, From Prison, Richard Lovelace; November Night, Adelaide Crapsey.
- E5-12. The Man with the Hoe, Edwin Markham.

VOLUME II — Prose Album 1, Our American Heritage. Narrated by Wesley Addy

- E6-1. The Mayflower Compact; From the Pennsylvania Charter of Privileges (October 28, 1701).
- E6-2. Declaration of Independence, Thomas Jefferson.
- E6-3. Selections from The Farewell Address of George Washington.
- E6-4. From the First Inaugural Address of Thomas Jefferson.
- E6-5. A Selection from Sacred Obligations, Daniel Webster.
- E6-6. The Gettysburg Address, Abraham Lincoln.
- E6-7. From the History of Liberty, Edward Everett.
- E6-8. Patriotism, Lyman Abbott.
- E6-9. From A Pan-American Policy, Elihu Root.
- E6-10. From Our Responsibilities As a Nation, Theodore Roosevelt.
- E6-11. From Americans of Foreign Birth, Woodrow Wilson.
- E6-12. From The Promised Land, Mary Antin.

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VOLUME I — The Appreciation of Poetry  
Narrated by Norman Corwin

- E5-1. Boots, Rudyard Kipling; Sea-Fever, John Masefield.
- E5-2. Boot and Saddle, Robert Browning; A Red, Red Rose, Robert Burns; Break, Break, Break, Alfred Lord Tennyson.
- E5-3. Kubla Kahn, Samuel Taylor Coleridge.
- E5-4. The Lark, Lizette Woodward Reese; Song of the Chattahoochee, Sidney Lanier.

*If you have knowledge, let others light their candles  
at it. — Margaret Fuller*



# SOLVING THE ATTENDANCE PROBLEM

GLEN F. ARMSTRONG<sup>1</sup>

CARVER ELEMENTARY SCHOOL

THE large number of "drop outs" currently affecting the high schools makes the problem of attendance one of major importance to the elementary schools. Regular, punctual attendance can help develop interest and enthusiasm in the elementary school which in turn carries over into the high school and makes the beginner willing and anxious to continue a school program.

More directly, the continuous learning which is the pattern of the curriculum presupposes regular attendance; periods of absence seriously affect the child's learning. Such interruptions make him work harder to cover ground missed and school may become an unnecessarily difficult chore. If he cannot recover lost ground, he may be seriously affected by his own "failure" and become a real problem—either academic or behavior.

Here at Carver we mushroomed in six years from less than 200 children housed in apartments to a gigantic 5 building, 28 acre campus with over 2,500 children. Ours is a heterogeneous gathering of people, with a multiplicity of social and economic backgrounds, from all over Chicago and from other states; it is a new community striving to set up standards. In such a situation we are faced with varied attitudes toward all phases of school development, among these school attendance.

Attendance was a problem; the monthly summaries showed that. Our job was to improve it—to make available to the children of our community the full value of the education to which they were entitled.

The program reviewed here was developed in a large school and because of the initial problem and the size of the

school required the services of a non-teaching Guidance Counselor. In its essentials it is practical and easily adapted to any size school.

First we analyzed the amount of absence. Was it excessive? Were the parents familiar with the procedure of sending notes? Were the reasons given valid according to the standards of the Board of Education? Were the teachers aware of excessive absences among their pupils? Were the teachers able to cope with it?

The in-service program acquainted the teachers with the attendance problem and pointed out its effect on learning and behavior. They were urged to make the excuse for absence an important part of the school routine. The Guidance office made available Board of Education post cards and attendance forms which were to be mailed to the parents when excuses were not brought. The administrative staff talked to the children in their classrooms and in the upper grades laid the responsibility for much of the absence directly on the children. Frequent references in the school bulletins reminded the children and the teachers that notes were required. Teachers were urged to familiarize themselves with causes of absence even before their children returned to school by telephoning or writing the home and, of course, by using the facilities provided by the Truant Officer.

Having made our school attendance conscious our next move was into the community. We began a series of monthly bulletins to be distributed to each child to be taken home to his parents. In these bulletins such factors were stressed as the effect of absence on a child's school prog-

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ress and the importance of a feeling of success; the responsibility of the home to the child in encouraging regular attendance; the unfairness of making a child miss school to do grown-up chores such as housework, shopping, and baby sitting; and the preparation of winter clothing well in advance because of the possibility of sudden inclement weather. These and other factors bearing on attendance were discussed with the parents regularly. And we thanked them when our per cent of overall attendance improved.

The guidance office continued the analysis of absence and checked carefully the reasons given in the excuses recorded. It was found that many children were being kept home for reasons we considered invalid in the light of the Illinois School Code, the Rules of the Board of Education, and the Truant Officer Regulations. Our Truant Officer was invaluable to us in this in his perseverance and his insistence on verifiable reasons for absence or immediate return to school. At his insistence teachers were instructed to report all absences whether or not they knew the cause. Among the reasons given by parents in notes and to the Truant Officer were "mother was ill," "had to mind the children," "got up late," "went to town on business," "went shopping," and the familiar "please excuse" with no reason given. Of course there were the expected and wholly acceptable "measles," "in the hospital," etcetera.

To counteract the invalid causes for absence the administrative staff again visited each room above third grade and discussed the kind of reasons for absence which would be considered acceptable. Pupils were urged to discuss the matter with their parents and, in our monthly bulletins to the home, parents were asked to co-operate.

The guidance office checked monthly on the summary sheets and reviewed with the teacher the attendance of each room showing a high number of half-day absences. The teacher was asked to discuss causes

of absence with the group of children who were absent that month, stressing such things as the difference between not feeling like coming to school one day and being really ill. The physical education teachers included this discussion in their health classes and the children throughout the school were encouraged to take pride in a good room attendance record—understanding of course that a child who was ill did not belong in school.

#### RESULTS ENCOURAGING

This program reduced our invalid and excessive unexcused absences to less than 1 per cent and we considered this a job well done. However there was room and need for concentrated effort in this remaining group. Here were families of children frequently absent and returning without excuses; truants; and children whose parents were seemingly indifferent to the required written excuse.

At the beginning of each month a form was sent to each teacher listing her previous unexcused or excessive excused absence cases. She was requested to furnish the number of unexcused absences, excused absences, and tardiness for these children and any others she had recognized as excessive absence cases in that month. These figures were transferred to a master chart in the guidance office. This chart showed the monthly number of unexcused and excused absences and the tardiness for each child identified during the semester as an attendance problem. It showed also what action the office had taken: interview with the child, interview with the parent, or letter to the home. It showed quickly month after month whether there had been improvement in any given case. In all cases of excessive excused absence a form was sent to the teacher asking for the reasons given by the parent and the reasons reported by the Truant Officer to the teacher. This procedure, with its master chart, has become a permanent part of our attendance control program as have all other phases herein reviewed.



Previous public relations developed by the Principal had established a splendid parent response where school-parent co-operation was needed; we took advantage of this. In every case of unexcused absence or absences for a child as reported by the teacher for the preceding month the parent was asked by letter to either send us a written excuse, in the less severe cases, or come in and discuss the attendance problem with the guidance counselor. Follow-up letters were sent as often as required until such an interview was accomplished. At these conferences the parent was made familiar with her responsibilities in the matter of her children's attendance and where such reasons as frequent visits to clinics for treatments were given, we arranged for appointments on non-school days where possible. Where there was a lack of adequate clothing we helped the parent by putting her in contact with the Children's Aid Society and by bringing the problem to the attention of social workers, if such help was indicated and wanted. With the co-operation of our Parent-Teacher Association we had established a clothing exchange here at Carver where serviceable clothing, cleaned and pressed, was available to children in need of it. We made use of this clothing

exchange whenever the need was apparent and through its services made regular attendance possible for many children who would otherwise be deprived of school attendance because of lack of clothing. In severe absence cases the penalties for non-attendance in school, whether due to parental reasons or truancy, were fully discussed. Children above fourth grade were interviewed in an effort to determine the reasons for their invalid absences; to try to readjust their attitudes toward school our Special Services were enlisted. Often a child found renewed interest in school through our coaching program, library, playleaders, hallguards, messengers, or in the classroom as the teacher came to understand the reasons for absence.

We still have our share of absences. Many of our primary children are out of school for the usual childhood diseases. Some of our upper grade children are ill. Home emergencies still occur. But on the whole we feel we have greatly improved our attendance.

We know where our children are when they are absent and why they are absent. More important, our children and our community know that we care.

*Education is a companion which no misfortune can depress, no crime destroy, no enemy can alienate, no despotism can enslave. At home a friend, abroad an introduction; in solitude a solace and in society an ornament. It chastens vice, it guides virtue, it gives, at once, grace and government to genius. Without it, what is man? A splendid slave, a reasoning savage. — Joseph Addison in "The Spectator."*

# NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

*Contributors to this section are Clara M. Berghofer, Fred K. Branom, John S. Carter, Henrietta H. Fernitz, Mary E. Flynn, Elizabeth R. Hennessey, Louise M. Jacobs, Charles R. Monroe, James M. Sanders, Irwin J. Suloway, John A. Tarburton, Louise L. Tyler, and Horace Williston.*

## FACSIMILES

*National Archives Facsimiles.* National Archives, Room 100, Washington, D. C.

Teachers of social studies should know about the facsimiles of important documents obtainable through the National Archives. We have examined the Bill of Rights, the Oath of Allegiance of George Washington at Valley Forge, and the Emancipation Proclamation 1863, signed by Abraham Lincoln. These reproductions are on heavy paper and may be read easily. Since they resemble the original documents, one may easily imagine the thrill which children get by examining them. Such facsimiles make history interesting and vital.

The following is a list of the National Archives Facsimiles all of which are photographic reproductions, except numbers 1 and 16 which are printed.

1. *Bill of Rights*, adopted December 15, 1791. 32" x 34"; 55 cents.
2. *Oath of Allegiance of George Washington at Valley Forge*, 1778. 10" x 8"; 20 cents.
3. *Deposition of Deborah Gannett*, who fought for three years in the Revolutionary War and was discharged in November, 1783. 11" x 14"; 20 cents.
4. *Photograph of Sitting Bull*, Chief of the Sioux. 8" x 10"; 20 cents.
5. *Photograph of Abraham Lincoln*, 1864, by Mathew Brady. 8" x 10"; 20 cents.
6. *Revolutionary War Recruiting Broadside*, 1776. 11" x 14"; 20 cents.
7. *Photograph of Robert E. Lee*, 1865, by Mathew Brady. 8" x 10"; 20 cents.
8. *Letter Signed by Dolly Madison Agreeing to Attend Washington Monument Ceremonies*, 1848. 8" x 10"; 20 cents.
9. *History of the Washington Monument to 1849*. 11" x 14"; 20 cents.
10. *Broadside Soliciting Funds for Completion of Washington Monument*, 1860. 11" x 14"; 20 cents.
11. *Certificate of Membership in the Washington National Monument Society*, signed by President Zachary Taylor. 10" x 18"; 20 cents.
12. *Appeal to Masons for Funds for Washington Monument*, 1853. 11" x 14"; 20 cents.
13. *Photograph of John J. Pershing*, 1921. 8" x 10"; 20 cents.
14. *Photograph of Dwight D. Eisenhower*, 8" x 10"; 20 cents.

15. *Petition of Authors and Publishers for a Copyright Treaty*, 1880. 10" x 12"; 20 cents.
16. *Emancipation Proclamation*, 1863, signed by Abraham Lincoln. 12½" x 19½"; \$1.00.
17. *Theodore Roosevelt Letter in Support of an Independent Cuba*, 1907. 7½" x 11½"; 20 cents.
18. *Photograph of the Wright Plane at Fort Myer, Virginia*, 1908. 8" x 10"; 20 cents.
19. *George Washington's Letter of Tribute to Major General Von Steuben*, 1783. 7½" x 12"; 20 cents.

F. K. B.

## FILMS

*James Fenimore Cooper*. 17 minutes. 16 mm sound. Black and white, \$85. Teacher's guide included. Produced by Emerson Film Corporation, Hollywood, California. Released and distributed by Encyclopaedia Britannica Films, Inc., Wilmette, Illinois. Also available through E. B. F. rental library.

This highly romanticized and superficial account of Cooper's life would be of doubtful value at any level of instruction. At the junior high school level it might interest a student in Cooper's novels, but it would not add anything either to his enjoyment or understanding of them. The dialogue is wooden—"This snobbish attitude of Europeans toward the New World has to be removed"—; the characters are motivated by clichés, and the action is reduced to a series of improbable and very set speeches. The sound track does not follow the lip movements, and the acting might very well draw derisive noises from all but the most frightened or moribund classes. J. S. C.

*General Elections*. 20 minutes. 16 mm sound. Black and white. Rental, \$2.50. Produced by the British Information Services, 30 Rockefeller Plaza, New York 20, New York. Distributed by the International Film Bureau, Inc., 6 North Michigan Avenue, Chicago 2, Illinois.

The mechanics of a British parliamentary election are presented through actual scenes from a recent election in Kettering, England. The best shots reveal the reaction of public opinion to campaign oratory and propaganda. Photography of English life and landscape is excellent. Narration is clear and understandable, but ears untuned



to English dialects may find some of the campaign speeches difficult to follow. Suitable for high school and college classes studying English history and politics. Too mature and uninteresting for younger students. C. R. M.

*Benjamin Franklin* (No. 442) 17 minutes. 16 mm sound. Black and white, \$85; rental, \$4.50. Produced by the Emerson Film Corporation, Hollywood, California. Distributed and for sale by Encyclopaedia Britannica Films, Inc., Wilmette, Illinois.

This film is another in the American biographical series released by Encyclopaedia Britannica Films and of the six in the series which the reviewer has seen, it is the best. It is a serious, mature, accurate study of the most versatile colonial American. The collaborator, Carl Van Doren, deserves special commendation. Some viewers may criticize the political emphasis at the expense of the literary and scientific achievements of Franklin, but at least the latter are mentioned. The portrayal of Franklin's personality from boyhood to senility is skilfully done by experienced actors. The sound is good, but the photography suffers from poor lighting. Suitable for students in American history and literature courses from junior high school through junior college.

C. R. M.

*Henry Wadsworth Longfellow*. 2 reels. 16 mm sound. Black and white, \$85. Rental, \$4.50, 1-3 days; \$1 day thereafter. Produced by Encyclopaedia Britannica Films, Inc. Wilmette, Illinois. Howard Mumford Jones, Collaborator.

This film presents imaginary scenes tracing the life of Longfellow from his early decisions to become a poet through the growth and climax of his career as professor of languages and versemaker for the millions. The sound track occasionally records snatches of some of the poems for which the Children's Poet is renowned. Although perhaps of some use for junior high school classes in American literature, one wonders why the producers ventured into the field with such a stock and sterile subject as Henry Longfellow—or with such a puerile attitude towards even him as the film's writing, acting, etcetera, adopt.

J. A. T.

The following films are available through Coronet Films, 65 East South Water Street, Chicago 1, Illinois:

*How to Write Effectively*, Viola Theman, Collaborator; *Writing Better Social Letters*, Ruth Strang, Collaborator. Each 16 mm sound. Black and white, each \$50.

These films are useful in any high school writing course, but are best adapted to the work of the freshman year. Both films inculcate sound attitudes toward writing; emphasize the controlling part that the writer's purpose and his consideration for his reader

must play in good writing; present writing situations within the range of the high school student's experience; and recommend an easy informality of style appropriate to high school age and to the purposes for which a boy or girl of that age is likely to be writing. Neither film blinks the fact that good writing calls for hard work, but both manage to suggest that this work has its own satisfactions. A touch of amateurishness in the speech and action of these films results, perhaps necessarily, from the fact that the actors are youngsters of high school age. H. W.

*Improve Your Handwriting*. 16 mm sound. 10 minutes. \$50. Raymond C. Goodfellow, Educational Collaborator.

Designed to motivate the student to improve his handwriting by means of individual practice, this film emphasizes the importance of proper slant, letter formation, spacing, alignment, and line quality in the achievement of legible script. The major figure in the film appears to be far more interested in the improvement of his penmanship than will be most students—even after seeing the movie and being provided with other motivation. Many teachers will disagree with the film's advice concerning spacing between words. They will hold to the currently somewhat unfashionable dictum that more space should be left between words than the width of one lower case letter. Useful as one means of arousing interest in handwriting in grades seven and up, when the press of note-taking causes a general falling off in careful penmanship. I. J. S.

*How to Give and Take Instructions*. 10 minutes. 16 mm sound. Black and white, \$50.

A film showing how a group of high school students, responsible for a picnic, find that certain skills in giving and taking instruction are helpful in having a successful venture. Basic principles presented and highlighted are (1) be clear, (2) know the steps in order, (3) use effective methods, (4) repeat immediately, and (5) check in action. This is a very interesting and helpful film and could be used to advantage in any course where the teacher has as an objective the developing of skill in giving and taking instructions. L. L. T.

*Choosing Your Occupation*. 10 minutes. 16 mm sound. Black and white, \$50; color, \$100. Includes Teacher's Guide. John N. Given, Educational Collaborator.

This vocational film presents various aspects of the decisions involved and the type of self-analysis needed for the satisfactory choice of an occupation. The student's attention is directed to his interests, abilities, and personality in regard to their relationships to different occupational fields. Then follows, for his consideration, questions concerning the preparation, atmosphere, and opportunities in the selected field. The presentation is self-oriented rather than occupation-oriented in its approach. Most of the narration is done by a guidance counselor who speaks directly to the student viewer. The film is an excellent starting point for career discussions. It seems to be more effective for the high school level than the college. C. M. B.

#### FILMSTRIPS

*Animal Stories: Rings, the Raccoon; The Lazy Bear Cub; Brush, the Red Squirrel; Mrs. Cackles Becomes a Good Citizen; Hoppy, the Rabbit; and The Adventure of Pete and His Dog*. Color. Produced by The Jam Handy Organization, 2821

East Grand Boulevard, Detroit 11, Michigan. \$23.40 a set; \$4.20 each.

These delightful water-colored slide films depict animal adventures with a decidedly human twist. While the stories are complete with conflict and action, and often humor, scientific facts about habitat and animal behavior are also included. Children will no doubt enjoy seeing animals meeting the same problems they themselves experience. The films correlate with children's literature, communication, reading, and science. A valuable set for the primary grade teacher. Especially pleasing is the story of *Brush, the Red Squirrel*. L. M. J.

*My Father is a Bus Driver*. 35 mm. 47 frames. Black and white, \$3. Available through International Films, Inc., 330 West 42nd Street, New York, New York.

This filmstrip is one of a series on occupations. The pictures, taken in a typical community called Scarsdale, are clear and related to the child's experiences. It would be more desirable if the first stop of this city bus were not shown at the edge of the city limits. Although it has some shortcomings it is suitable for the fifth grade in teaching safety and appreciation of the abilities and skills, as well as the human qualities of the bus driver. H. H. F.

*Cyrano de Bergerac*. 35 mm. 55 frames. Distributed by the Educational Department, Stanley Kramer Productions, 729 Seventh Avenue, New York 19, New York. Teacher's guide sheet included.

In spite of some shortcomings in its make-up, this filmstrip should be welcomed by every teacher of language and literature. It is based on the motion picture produced from the play by Edmond Rostand, starring Jose Ferrer, co-starring Mala Powers. Jose Ferrer is Cyrano; he makes him live and breathe even in still life. The complete story is outlined in selected scenes with explanatory captions which occasionally include brief excerpts from the lines of the play. Unfortunately, when the captions are read aloud they sound thin and flat, and little of Rostand's delightful humor comes through. This reviewer believes that a detailed series of scenes for half a dozen key incidents would have been more effective and would have made possible the inclusion of many

speeches in their entirety. The great advantage of a filmstrip, however, is its adaptability; any enthusiastic teacher could use this one successfully, either as motivation for reading the play or as the basis for a culminating discussion.

M. E. F.

The following filmstrips are produced by and are available through Eye-Gate House, Inc., 330 West Forty-Second Street, New York 18, New York.

*Cities of Our Country*. 9 filmstrips. 35 mm. Color, \$22.50.

A different city in each of eight of the filmstrips is shown. Beauty spots, geographical relationships to occupations, and pictograph maps are shown of the following cities: Chicago, Los Angeles, Boston, Detroit, Seattle, New York, Houston, and Birmingham. The ninth strip, "Why and How Cities Grow," gives a good graphic explanation of the varying types of urban developments. The filmstrip on Chicago is ineffective, although it has some beautiful scenes. Those on Seattle and Los Angeles are excellent in photography, focus, and captions. The series is suitable for use in grades four through eight.

H. H. F.

*Lister*. 35 mm. 25 frames. Color.

The filmstrip depicts briefly the part Lord Lister took in founding aseptic surgery and hospital sanitation. There is also a reference to Pasteur telling of the relation of his work to that followed by Lister. One unfortunate word slipped past the editor—"putrification" is not good usage. The filmstrip has value for class discussion in physiology classes where sanitation and health are a topic. J. M. S.

#### RECORDINGS

*Piano Adventures with Mary Van Doren*. Three 12-inch, double-faced records, long playing 33 1/3 rpm high fidelity, vinylite. \$6.85. Standard 16-inch electrical transcription, \$10.00. Produced by the Sound Book Press Society. Available from Gloria Chandler Recordings, 422 1/2 West 46th Street, New York 10, New York.

This is a series of thirteen fifteen-minute programs presenting many of the world's great composers: Bach, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Tchaikovsky, Grieg, Debussy, and MacDowell. Miss Van Doren creates an appropriate listening attitude by her friendly, well-informed comment preceding each recording and she interprets with musicianship, good taste, and artistic feeling. These recordings are recommended for music appreciation in upper elementary, high school, and college classes.

E. R. H.

*In education, as in everything else, we cannot do today's job with yesterday's tools and be in business tomorrow.—Thomas D. Bailey*



# NEWS

EDITED BY GEORGE J. STEINER

CHICAGO TEACHERS COLLEGE

**CHICAGO ART EDUCATORS ASSOCIATION**—The Chicago Art Educators and the Around Chicago Art Educators Associations will meet jointly at Enrico's Restaurant, Merchandise Mart, at 7:00 p. m., on Friday, March 21, 1952. Viktor Lowenfeld, Professor of Art Education, Pennsylvania State College, a noted author and lecturer, will be the guest speaker at this meeting.

Mr. Lowenfeld's topic will be "Child Growth and the Creative Activity." His book, *Creative and Mental Growth*, is an outcome of the study of thousands of creative works by children over a period of more than twenty years. Through the book, and his exhibits and lectures, he attempts to give all teachers an understanding of the psychology necessary for the interpretation of the child's creative production, and to introduce teaching methods which are flexible.

Members and their friends are encouraged to avail themselves of this worthwhile educational opportunity. For additional information and reservations contact Miss Ethel Nelson, Division of Art, Room 604, Board of Education, 228 North LaSalle Street, Chicago 1.

**CHICAGO TEACHERS COLLEGE—HIGH SCHOOL SHOP TEACHERS**—The Chicago Teachers College announces the offering of a four-year course leading to a Bachelor's Degree in industrial education. Graduates of this course will be eligible to take the examination for a certificate as teachers of a technical subject in the Chicago public high schools. Prior to certification and assignment, graduates will be eligible to serve as substitutes at the minimum salary for high school teachers. Boys admitted to the curriculum will be those who have completed a technical course in a general, technical, or vocational high school; who are recommended by their principals; and who pass oral, speech, and physical examinations given by the Chicago Teachers College. Candidates should have a good academic record. Counselors and principals are requested not to endorse the candidacy of applicants who could not be expected to succeed in an engineering college.

Students will spend the first four semesters on the campus of the Chicago Teachers College. Some of the work in the fifth and nearly all the work in the sixth and seventh semesters will be given at the Chicago Vocational School, 87th Street and Anthony Avenue, or alternatively at the Washburne Continuation School at 1225 Edgwick Street. The eighth semester will be

spent in student teaching in the Chicago public high school shops and in related professional courses.

All students enrolled in the course will take required courses in English, humanities, social science, biological sciences, physics, chemistry, trigonometry, engineering drawing, psychology, education, and certain common shop courses. Electives will be few. The student will choose his area of concentration during the fifth semester, and before graduation will have approximately eighteen semester hours of intensive work in this field. These areas are wood shop, metal shop, machine shop, auto mechanics, print shop, mechanical drawing, electric shop, and probably aviation shop.

It appears that the course will materialize for the first time in the fall of 1952. This column will offer further particulars in forthcoming issues. Further information regarding specific details not stated in this announcement may be obtained by writing to the Registrar, Chicago Teachers College, 6800 South Stewart Avenue, Chicago 21.

**CHICAGO, EDUCATIONAL TELEVISION CENTER**—Plans for a \$1,650,000 educational television center for Chicago were announced by educators attending the Schools Broadcast Conference held in Chicago December 4-6, 1951. The project hinges on the expected Federal Communication Commission's allocation of channel eleven for educational purposes. The proposed center would be a co-operative venture of Chicago's educational and cultural institutions—the University of Illinois, The University of Chicago, Northwestern University, Roosevelt College, Loyola University, De Paul University, Illinois Institute of Technology, Art Institute, Chicago Historical Society, Museum of Science and Industry, and the Chicago Public School System.

James Armsey, Public Relations Director at the Illinois Institute of Technology, indicated that the Institute would be glad to provide campus land for the project. George Jennings, Director of Radio and Television for the Chicago Public Schools, expressed confidence that financing for the project would be found. A committee of representatives from the co-operating institutions is currently at work on problems involved in financing, organizing, building, and programming.

**COLLEGE ENROLLMENTS**—The annual survey of college and university enrollments by the United

States Office of Education indicates that the total enrollment as of October, 1951, was 2,116,000, a reduction of about 140,000 from the 1950 enrollments. The freshman class of the present academic year dropped 9 per cent below last year. Enrollments in colleges and universities show a 7.8 per cent decline; in teachers colleges 11 per cent. The immediate influence on enrollments seems to be the draft and the expiration of the G. I. law.

**CO-OPERATIVE BUREAU FOR TEACHERS**—The Co-operative Bureau for Teachers, 1776 Broadway, New York City, has announced the organization, on a permanent and professional basis, of a placement service for college teachers. Founded in 1924, the bureau has been concerned with placement of teachers and administrators and with research on problems involving personnel for elementary and secondary schools. In 1947 a placement service for college teachers was established on an experimental basis.

The bureau, a nonprofit member organization, is governed by a board of college and school administrators and teachers. Each member college receives as complete a placement service as the bureau can give. In addition to the member colleges, approximately seventy-five institutions list their vacancies.

The bureau will be helpful not only to faculty members seeking new positions, but also to students entering the field of college teaching. It will serve as a much-needed clearinghouse through which good teachers may find new opportunities, receive recommendations to posts for which they are well suited, and find help both in meeting crises in employment and in developing plans for further study.

**THE INSTRUCTOR TRAVEL CONTEST**—Three Chicago teachers are included among forty-six prize-winners in the 1951 Travel Contest of *The Instructor*, according to an announcement appearing in the January issue of this nationally circulated magazine for elementary teachers. Mrs. Margaret L. Stillman, teacher of grade eight and assistant principal at the Joyce Kilmer School was awarded the second prize of \$150 for her manuscript "Africa is a *Bright Continent*"; it will be published in the March issue of *The Instructor*. Miss Marjorie Eve Lindall, who teaches grade one in the Arthur Dixon School, received the third prize of \$75 for her entry "Through the Bluegrass to the Blue Ridge"; her manuscript will be published in a spring issue. The other Chicago winner is Mrs. Mary C. Beach, teacher of music in grades six to eight, Felsenthal School, for her manuscript, "Song of America."

**NATIONAL BROADCASTING COMPANY**—TV—World-renowned artists including Jascha Heifetz, Artur Rubenstein, Marian Anderson, and Gregor

Piatigorsky will make their television debuts in new half-hour program on NBC television to be presented on alternate Sundays from 5:30 to 6:00 p. m., EST, under the title "Meet the Masters," starting February 24. This program will bring concerts into the homes of millions of listeners who have never attended a concert or recital in person. Each program is built around a true-to-life episode or scene chosen to dramatize and illustrate the personality and art of the particular star being featured.

February 24—

Jascha Heifetz, Violinist

March 9—

Marian Anderson, Contralto

March 23—

Artur Rubenstein, Pianist

April 6—

Jascha Heifetz, Artur Rubenstein, and Cellist Gregor Piatigorsky

April 20—

Andres Segovia, Spanish Guitarist, and Metropolitan Opera Singers Nadine Conner, Soprano and Jan Peerce, Tenor

**TEN MAJOR EDUCATIONAL EVENTS OF 1951**—The tenth annual compilation of the "big ten" educational events has been released by the Educational Press Association of America for 1951.

1. Schoolmen forced the Defense Production Authority to increase its allotments of structural steel for public schools. This battle was fought with the support of the National Conference for the Mobilization of Education, the National School Boards Association, and the U. S. Office of Education officials.
2. Educators counter-attacked their defamers and accusers. This development was helped by the publication in *Nation's Schools* of the names and addresses of groups attacking public education, by the publication in *McCall's Magazine* of Arthur Morse's article "Who is Trying to Ruin Our Schools"; and by the leadership provided from the NEA's Commission for the Defense of Democracy through Education.
3. The American Council on Education named an athletic policy committee to curb abuses in intercollegiate athletics.
4. School superintendents and college presidents united in a demand for a fair share of the television spectrum for educational programs. This effort was led by the Joint Committee on Educational Television which passed on to the Federal Communications Commission more than 1,000,000 words of educators' testimony to support their claim. As a result, the outlook is bright for the allocation of more than 200 TV channels for exclusive educational use.
5. Congress enacted the Universal Military Training and Service Act with its deep implications for compulsory military training in the near future.
6. The Veterans Administration cut off the right of veterans to begin new courses of study under the G. I. Bill of Rights.



7. Dissatisfied with two older organizations, adult educators merged them into a strengthened Adult Education Association of the United States. This organization proposes more vigorous training of adult education leaders and greater emphasis on "vital adult education activities."
8. West Point expelled ninety cadets accused of cheating in examinations.
9. Public school educators accepted the challenge of teaching moral and spiritual values. Reports from all parts of the country indicate that school systems are setting up in-service training sessions and teacher workshops to prepare for the introduction of school activities dealing with moral and spiritual values. The Educational Policies Commission furthered this development through its publication of *Moral and Spiritual Values in the Public Schools*.
10. Proponents of Federal aid to education admitted defeat in Congress, decided to reform their lines and to reconstruct their tactics for the future.

UNESCO'S 1952 PROGRAM — The major phases of this program as recently released are:

1. A worldwide campaign against illiteracy and low living standards. A network of international fundamental education centers to train specialized teachers and prepare reading and visual materials. The first center at Patzcuaro, Mexico, was opened in May, 1951, and is to be enlarged to receive an additional hundred students.

2. A world campaign for free and compulsory primary education. The area for development in 1952 is Southeast Asia.
3. Campaign for extended workers' education. UNESCO will set up an International Adult Education Center specially geared to workers' education.
4. Strengthening of international scientific research institutes. These will be geared to fight increasing desert zones and soil erosion through the International Arid Zone Council; provide nations with facilities for using complicated, costly machines known as electronic brains; and promote research in this field through the establishment of an International Computation Center.
5. Broad investigation into social repercussions of technical development and adaptation needed by peoples so that technology will not destroy the cultural heritage particularly in Africa and Southeast Asia.
6. Social, economic, public opinion surveys to study ways of maintaining peace in the world's danger tension areas and help normalcy in regions following the end of hostilities.
7. Work will begin on a Scientific and Cultural History of Mankind bearing witness to fundamental unity of men everywhere in conquest of knowledge and in the arts.
8. After three years' preparatory work, a Universal Copyright Convention will be drawn up marking one of the most valuable achievements of UNESCO.
9. World campaign to seek methods of reducing paper pulp shortage.
10. Intensified aid to Arab refugee children.

## PERIODICALS

EDITED BY GEORGE W. CONNELLY

CHICAGO TEACHERS COLLEGE

"The Newer Literature of Administration." By M. L. Story. *Peabody Journal of Education*, November, 1951.

Mr. Story has set forth in very succinct fashion a contrast between the "specialized foremanship" concept of school administration held in the past and the dynamic conception of educational administration as social engineering, which is becoming ever more widely accepted in the present.

The old New England town record summed up the duties of a village schoolmaster as follows:

1. To act as court messenger
2. To serve summonses
3. To conduct certain ceremonial services in the church
4. To lead the Sunday choir
5. To ring the bell for public worship
6. To dig graves
7. To take charge of the school
8. To perform other occasional duties

The newer literature may be grouped "very roughly, and without logical separation under such headings as (1) democratic participation in ad-

ministration, (2) discussion techniques, (3) theory and principles of co-operation, (4) experimental study of group dynamics, (5) administrative personnel relationships, and (6) the generic nature of the administrative process."

Mr. Story cites excellent references which should prove invaluable to the educator who might desire to become more conversant with the modern conception of administration.

"Concerning the Teaching of Second Track Mathematics." A Report Prepared by the Standing Committee on Mathematics of New York City. *The Mathematics Teacher*, December, 1951.

Here is a very cogent approach to the vexing problem of developing a mathematics program for the "30 per cent" of our student body who can not measure up to the typical junior and senior high school mathematics program.

The writers make the very tenable assumption that "the guiding philosophy for second track mathematics, the formulation of aims and objectives for this course, the selection of subject matter, and the methods of teaching must all be

determined by the type of pupil for whom a second track course is necessary." They then set forth in consistent fashion the characteristics of the second track pupil, the elements of a guiding philosophy for the program, the characteristics of a desirable type of teacher for the second track program, and some down-to-earth suggestions for making the program work.

This report should occupy a place of high priority on the reading list of mathematics teachers and school administrators who work at the junior or senior high school levels.

"Supplementary Materials in the First Grade Reading Program." By David H. Russell and Gretchen Wulfinf. *Elementary English*, October, 1951.

One persistent problem for the first grade teacher is that of determining just when to introduce supplementary materials into the reading program. Mr. Russell and Miss Wulfinf endeavored to subject this problem to preliminary investigation. Their study involved a comparison, under controlled conditions, of the reading achievement of three groups of children in the first grade: (1) those who read supplementary materials after finishing the preprimers of the basic series; (2) those who read supplementary materials after finishing the primer of the basic series; and (3) those who read supplementary materials only after they had read about half of the first reader of the basic series. In no case did any of the classes co-operating in the study use more than three series, and those used were always in "a controlled pattern of introduction."

The results of the investigation failed to yield any statistically significant differences in pupil achievement "near the end of two and of three semesters of school work." Actually there was found to be "little, if any, superiority to be attributed to any method of introducing supplementary materials at different stages in the first grade reading program."

Of particular interest, however, are the qualitative judgments of the teachers who pursued the three different patterns of changing to supplementary materials. The teachers who introduced

supplementary materials after the basic preprimers believed that the change to other materials was especially helpful for the slow-learning child. The teachers who changed after the basic primer believed that the children enjoyed the continuity of characters and profited by repetition of vocabulary. On the other hand, the teachers who changed to supplementary materials about half-way through the First Reader believed that the procedure was too tedious for the slow-learning child, with too rapid an introduction of new words, especially during the second half of the primer.

One specific point appears to be stressed by all of the teachers who participated in the investigation; namely, "the necessity of varying the introduction of supplementary materials in terms of the learning ability of different children."

"How Successful Is Reading Instruction Today?" By Paul Witty and Ann Coomer. *Elementary English*, December, 1951.

How valid are statements that reading attainment is less efficient on the average today than in former years? Witty and Coomer have reviewed and interpreted a considerable body of research in order to provide an answer.

They conclude that instruction in reading is as successful today as it was at any period in the past. However, since formal instruction in reading usually ceases in Grade VI and since many pupils of a type that formerly withdrew from school after Grade VI now go on to junior and senior high school, there is an excessive range in reading abilities among the pupils enrolled in such schools.

Because of the aforementioned disparities in reading ability, and because of the "threat to reading presented by the almost universal appeal of TV and other present day opportunities for effortless leisure," teachers must do a more efficient job of teaching reading than ever before. Furthermore, only through the initiation of remedial reading as a temporary expedient and the widespread adoption of developmental reading programs based on the principles employed during World War I in teaching functionally illiterate soldiers to read may we measure up to the task before us.

*If at the same hour that men succeed in splitting the atom, they allow the intellect to be divided from the conscience, all the achievements of science, the contributions to the world's wealth and to man's comfort, the engineering wonders, and the medical wonders are but a handful of dust.—J. Roscoe Miller*



# BOOKS

EDITED BY ELLEN M. OLSON

CHICAGO TEACHERS COLLEGE

## IMPORTANT NEW BOOKS

Contributors to this section are Bailey Bishop, Frederick K. Branom, Martin Brauns, Edwin Brye, Gertrude Byrne, William Card, Joseph Chada, Eve K. Clarke, Ruth M. Dyrud, Frances H. Ferrell, Henry G. Geilen, Raoul R. Haas, Mabel G. Hemington, Coleman Hewitt, Emily M. Hilsabeck, Louise M. Jacobs, David Kopel, Marcella Krueger, Thaddeus J. Lubera, Viola Lynch, Ursula Maethner, Elizabeth G. Masterton, Teresa O'Sullivan, Dorothy V. Phipps, Dorothy F. Roberts, Seymour Rosofsky, Eloise Rue, Ralph Shaw, Eileen C. Stack, Shirley E. Stack, Joseph J. Urbancek, Oscar Walchirk, Rosemary Welsch, Dorothy E. Willy, and Elizabeth J. Wilson

## FOR TEACHERS AND SUPERVISORS

*Philosophy of Education.* By William Heard Kilpatrick. New York: The Macmillan Company. Pp. 65. \$4.75.

Next to John Dewey, his disciple, Kilpatrick, is generally conceded to have had the most profound influence of any living person on modern education. This book represents an attempt "to sum up...the author's thinking in connection with his life work of teaching philosophy of education." Erudite, noble, and inspiring, his interpretation of the new education as the means to the good life should be known to all teachers and citizens in a democratic society. D. K.

*Mental Hygiene in Teaching.* By Fritz Redl and William W. Wattenberg. New York: Harcourt, Brace and Company, 1951. Pp. 454. \$3.50.

No other single volume known to this reviewer contains so much vital insight into human relations in the classroom, coupled with so many useful suggestions to teachers for the improvement of their teaching. It is an exceptionally readable as well as scholarly work. D. K.

*Growth and Development of the Preadolescent.* By Arthur Witt Blair and William H. Burton. New York: Appleton-Century-Crofts, Inc., 1951. Pp. 221. \$2.25.

As the title suggests, this volume is concerned with the characteristics of later childhood or "preadolescence," the period roughly between nine and twelve years of age. Teachers in the "intermediate" grades will find here a great deal of information useful in understanding and guiding their pupils, and presented in readable form. D. K.

*Time for Poetry.* By May Hill Arbuthnot. Illustrated by Calcia Bahnc. New York: Scott, Foresman and Company, 1951. Pp. 438.

This teacher's anthology to accompany *The New Basic Readers*, Curriculum Foundation Series, is a welcome collection of well selected poems based for the most part on the experiences of the child's everyday world. The subject matter includes people, places, animals, the seasons, travel, nonsense, and make-believe. Each group begins with very simple verses for the youngest children and progresses to more mature poetry for the upper grades. For the young mind with keener appreciation and understanding, some poems of sheer beauty and bits of wisdom have been included. The kindergarten and primary grade teachers will be pleased with the large selection of good poems and rhymes for these grades. Every teacher in the grades will want a copy of this book. L. M. J.

*World Geography*, New Edition. By John Hodgdon Bradley. Boston: Ginn and Company, 1951. Pp. 487. \$3.72.

This book consists of units which give students a world point of view. It is well illustrated with maps, pictures, and graphs; the topics are clearly and amply developed; and the material is presented in an interesting manner. F. K. B.

*Synchronized Swimming.* By Fern Yates and Theresa W. Anderson. New York: A. S. Barnes and Company, 1951. Pp. 140. \$3.50.

This well-organized and practical book should prove highly effective in working with swimmers of varying abilities. Most noteworthy of mention are the 300 clear, self-explanatory surface and underwater photographs illustrating strokes and their variations; stunts—simple, intermediate, and advanced; and the concise analysis accompanying the pictures.

Explanations on pattern development; musical accompaniment; program planning and staging; organization of competitive meets, although brief, give one a useful working knowledge of synchronized swimming. U. M.

*Balance and Rhythm in Exercise.* By Maja Carlquist and Tora Amylong. Tr. by Madeleine Hamilton. Illustrated by Georg Lagerstedt. New York: The Viking Press, 1951. Pp. 144. \$3.50.

Charming and delightful, as well as practical, is this text on modern gymnastics for the elementary school child. The translation has been skillfully executed. Much of the work is closely allied to the dance program in the early grades of our schools and may be explained by the authors' statement that "Rhythm is the keynote in the modern Swedish program of physical education." The creative aspect of the work is excellent. The exercises are clearly and concisely described, with many helpful suggestions, and are beautifully illustrated. G. B.

*Secondary Mathematics, A Functional Approach for Teachers.* By Howard F. Fehr. Boston: D. C. Heath and Company, 1951. Pp. 432. \$4.25.

Without attempting to duplicate existing courses in pure mathematics, the author strives for the enrichment of such courses as will lead to better teaching of secondary mathematics and further interest in the study of additional courses in pure mathematics. Secondary school mathematics teachers should find this a worthwhile book. J. J. U.

*Working Wonders with Words.* By Wilfred Womersley. New York: E. P. Dutton and Company, Inc., 1951. Pp. 285. \$3.50.

This book presents the fundamentals of speech in non-technical language and readable form for those who want to undertake the task of self-improvement. The author's stated aim indicates what the reader may expect: "....it is intended for the use of ordinary men and women who wish to become more articulate, whether on the public platform, in business, in society, or in daily living, and who are willing to spend a few hours each week in achieving that desire." Suitable for individual reading rather than as a class text. L. M. J.

*Everyday Arithmetic.* Junior Book 1 and 2. By Harl R. Douglass et al. New York: Henry Holt and Company, Inc., 1950. Pp. 488 and 502 respectively.

The contents of Book 1, designed for the first year of the junior high school, are arranged to employ the topics of the four fundamental operations, fractions, decimals, percentage, measurement, lines and angles, and areas, through the medium of use and example. Extras include inventory tests, "extra workouts," "warm up" type tests, special projects, and end of the chapter tests. Composition and topography are good. In Book 2 emphasis is placed on solving problems about the home, school, and community. These situations are used as vehicles for teaching the basic arithmetic principles involving whole numbers, fractions, decimals, percentage, different aspects of geometry, measurement, and algebra. The extras fall into the same classifications as those in Junior Book 1. Pictures, design, topography, and the over-all appearance of the book are above average.

J. J. U.

*The Teaching of Arithmetic, Part II. The Fiftieth Yearbook of the National Society for the Study of Education.* Prepared by the Society's Committee, G. T. Buswell, Chairman. Edited by Nelson B. Henry. Chicago: The University of Chicago Press, 1951. Pp. 297. \$2.75.

This book should prove an efficient aid to administrators and teachers because of the emphasis placed on such aspects as arithmetic in the total elementary school curriculum; the program for primary, middle, and junior high school grades; the problems of learning, instruction, and evaluation; the problems of training teachers of arithmetic; the concrete proposals indicating the mathematical background needed by teachers of arithmetic; and desirable in-service training of teachers. J. J. U.

*American High School Administration: Policy and Practice.* By Will French et al. New York: Rinehart and Company, Inc., 1951. Pp. 615. \$5.00.

This book differs from the usual textbook on high school administration; it explains the principles and uses these in a problem solving situation. The authors place the principal in a position of an educational statesman working with understanding over problems in his school. Refreshing, too, is the emphasis given to the concepts dealing specifically with areas of executive function, pupil personnel, and the educational program in the school. T. J. L.

*Toward Better Personal Adjustment.* By Harold W. Bernard. New York: McGraw-Hill Book Company, Inc., 1951. Pp. 439. \$4.00.

The emphasis of this book, written for college students, is on how individuals may develop a "fuller, happier, more harmonious and more effective existence" through the principles of mental hygiene. The author feels that mental health is conditioned by the habits we form. Questions and suggested readings are appended to each chapter. Of interest to teachers as well as college students is the list of films on mental health. O. W.

*Rhythms and Dances for Elementary Schools, Revised* By Dorothy LaSalle. New York: A. S. Barnes and Company, 1951. Pp. 201. \$4.00.

This edition in its new, smaller size will please readers. All dances listed in the index appear in full in the text. There have been numerous additions to the original, which will prove very useful. Materials have been rearranged and no specific grade is indicated. Instead, the division is now singing games; simple, intermediate and advanced folk dancing; and chapters of fundamentals and characterizations. The music score, though smaller are still clear and easy to read. G. B.

*Horses.* Edited by Bryan Holme. Introduction by Alleine E. Dodge. New York: Studio Publications, Inc., 1951. Pp. 98. \$3.50.

Here are pages rampant with animal images as found in the prints, paintings, photographs, drawings, and sculpture of museums and galleries. From the prehistoric caves of Lascaux the horse is traced through many art epochs. One symbol of today shows Trigg posing proudly for a movie cameraman. The many types and breeds, their gaits, gear, and riders will interest young and old observers. R. M. D.

*Elementary School Administration and Supervision.* By Willard S. Elsbee and Harold J. McNally. Chicago: American Book Company, 1951. Pp. 457. \$4.50.

The duties of an elementary school principal as presented in excellently organized form with concise explanations of the problems and practices which have been tried in attempts to resolve the problems. The advantages and disadvantages of the practices are pointed out together with the authors' recommendation. Excellent organization, explicit presentation, and the bibliography are the outstanding characteristics of the book. It gives information which is practical and specific. R. S.

*Occupational Information, Its Nature and Use.* By Max F. Baer and Edward C. Roeber. Chicago: Science Research Associates, Inc., 1951. Pp. 603. \$5.75.

An excellent book for the vocational guidance worker or counselor who is desirous of further professional competency in occupational tools and techniques. It presents up-to-date facts regarding the phases of occupational information—its source, its evaluation, its use, and how to check its effectiveness. It discusses the requirements needed on the part of the individual to qualify for various occupations. Chapter summaries and supplementary reading lists are valuable portions of the book. The authors are exceptionally qualified. M. B.

*Living Without Hate.* By Dr. Alfred J. Marrow. New York: Harper and Brothers, 1951. Pp. 269. \$3.50.

The theme of *Living Without Hate* is "prejudice and the conditions under which prejudice attitude change and the process by which the changes occur." In this extremely readable little volume the author urges a scientific approach to the solution of racial, industrial, and social tensions. Slogans, posters, propaganda, and exhortations of well intentioned people are of practically no value in reducing conflicts. Dr. Marrow advocates in their stead a pragmatic approach to understanding in which the prejudiced are made to see the light of day by personal contacts and study of those who are the objects of their prejudice. The book is written for laymen by a scholar whose views on living without hate are substantiated by practical experience in the industrial field, where Dr. Marrow is the chairman of a textile corporation employing about one thousand people. The reviewer recommends the book to the attention of teachers and administrators. J. C.



*Brothers and Sisters.* By Edith G. Neisser. New York: Harper and Brothers, 1951. Pp. 241. \$3.00.

"What to do about my gifted child?" sighed another. "She is eight, does everything her twelve-year-old sister can and does it better. It's hurting my twelve-year-old." Mrs. Neisser's long connection with the Association for Family Living gives her great perspective regarding children's relationships to pass on to parents and teachers. Many suggestions are made concerning early actions; books to give children to increase understanding of the feelings of others are listed. D. T.

*Psychology: Its Principles and Applications.* Revised Edition. By T. L. Engle. Yonkers-on-Hudson: World Book Company, 1950. Pp. 628. \$3.20.

The author has provided a text suitable for the junior-college-level student who will likely have little contact with psychology courses. The book is well-grounded psychologically and clear in its exposition. It could be profitably studied by teachers, supervisors, and others, especially those dealing with high school and college students, and who have not had a course in psychology in many years. D. T.

*Atlas of Human Anatomy for the Artist.* By Stephen Rogers Peck. New York: Oxford University Press, 1951. Pp. 272. \$6.00.

This book furnishes quite a detailed presentation of the construction of the human figure, from the standpoint of the artist. It should prove very useful to those

who realize the necessity of a sound knowledge of form based on an analysis of structure that is required to give substance to any personal expression in art.

H. G. G.

*Water-Colour for Beginners.* By Francis M. Russell Flint. New York: Studio Publications, 1951. \$4.50.

Mr. Flint, son of the eminent water colorist Sir W. R. Flint, after appropriate warnings of early, probable failures, proceeds to assure and demonstrate the rewards from this satisfying medium. He proceeds, first, to give the neophyte a liberal list of equipment he considers necessary in the making of a water color and then continues with a few brief suggestions on the practice and use of these materials with a cursory examination of the principles of perspective and suggestions on composition. The book is illustrated in front with photographs of paraphernalia and Mr. Flint in the various stages in the use of this equipment. The book closes with sixteen color plates representing the taste of the capable, conservative English water-colorists. S. R.

*Problems in Architectural Drawing.* Revised Edition. By Franklin G. Elwood. Peoria: Charles A. Bennett Company, 1950. Pp. 160. \$2.80.

This second revised edition of a book first published in 1924 has a rather modern approach to architectural drawing. There are some good examples of ranch type houses and two-car garages. Of particular interest and value to beginning students are several small buildings which can be developed before house planning. The problems seemed to be well graduated. C. H.

#### FOR HIGH SCHOOL AND COLLEGE STUDENTS

*Active Citizenship.* By Harry Bard and Harold S. Manakee. Philadelphia: The John C. Winston Company, 1951. Pp. 506. \$3.44.

This civics book brings citizenship down to the daily activities of teenagers, showing their part in furthering the work of their city, county, state, national, and United Nations governments, thus helping the student bridge the gap between theory and practice of good citizenship. The teaching aids are excellent; they are classified as follows: Applying Your Knowledge of Civics to Other Subjects, Writing Your Own Local Community Civics Book, Discussing Controversial Issues, and Reading for More Ideas. The last-named contains many references to fiction which students enjoy and which aid them in their quest for wholesome leisure. F. H. F.

*Community Resources.* By John E. Ivey, Jr., et al. Illustrated by Alan Young. Philadelphia: The John C. Winston Company, 1951. Pp. 314. \$2.56.

In keeping with recent curriculum trends this book emphasizes community living, encouraging the student to know his own community, giving him question forms to be used in making a population survey of his own neighborhood, challenging him to improve conditions therein. Very timely is Chapter VI, "Communities Learn to Improve," which deals with the problem of mental health as it relates to the individual and to the community. The book abounds in well chosen pictures bearing thought-provoking captions. F. H. F.

*Audio-Visual Materials and Techniques.* By James S. Kinder. Chicago: American Book Company, 1950. Pp. 624. \$4.75.

"... textbooks about subjects, conventionally encyclopedic in manner and type, have never been known to excel in vivid imagery," writes James S. Kinder. It is unfortunate that his criticism of textbooks, in general, is specifically applicable to his own. Encyclopedic has

become, especially in the audio-visual field, synonymous with well-padded. Are you curious about the historical development of the motion picture? Kinder gives a nutshell review. Did you know that the law of persistence of vision was "noted by scientists in ancient times, and the Roman, Lucretius, noted it in his writing in 65 B. C.?" Do you want to know how facsimile recording works? It's all here. All here, and more. Six hundred fourteen pages of it! It is not to say that Kinder is without merit. His definitions are good. The book is well illustrated. But he hasn't said anything that others haven't already said. Had the book been issued as a monograph in paper covers it would serve a useful purpose. Had Mr. Kinder been willing to sacrifice length to succinctness, the book would be readable. If you've never read a book on audio-visual instruction before, Kinder's is as good as the next—possibly better in its inclusiveness. But if you have, don't bother with this one. R. R. H.

*Readable Writing.* By Eric M. Steel. New York: The Macmillan Company, 1950. Pp. 524. \$2.75.

This is an informal rhetoric covering the matters commonly treated in composition courses for college freshmen. Pleasantly humorous and sprightly, it is written to appeal to the freshman at his own level. The first part deals with typical assignments, showing the student how to improve his writing by examples of writing and rewriting about common experiences. The second half deals with diction, sentence structure, usage, etcetera, and supplies numerous exercises. The treatment of usage is informed and up to date. While the book tends by its treatment to overemphasize the merely superficial qualities of good writing, it has the advantage of being usable by the student himself with a minimum of guidance from the teacher: not as dull and mechanical as many workbooks. Superior high school upperclassmen could make use of it. W. C.

*French for the Modern World, Book I.* By Mathurin Dondo and Morris Brenman. Illustrated by Erik Nitsche. New York: Harcourt, Brace and Company, 1951. Pp. 391. \$2.28.

This text, after four good introductory lessons, covers much of the material basic in beginning French. The exercises and a variety of amusing devices offer an opportunity to fix vocabulary and language patterns. The reading sections help make the student conscious of the impact of France on ordinary American life, whether through history, science, opera, or merely cooking. *French for the Modern World* promises a stimulating experience for the class. D. F. R.

*French for the Modern World, Book II.* By Mathurin Dondo et al. Illustrated by Tom Funk. New York: Harcourt, Brace and Company, 1951. Pp. 445. \$2.60.

Book II is organized as a series of units which aim to interpret for the American student France yesterday and today. The material is well chosen, ranging from historic facts to contemporary sketches, from classics in a simplified form to selections from Lily Dache's autobiography. While teaching language patterns is only a secondary purpose, the basic second-year forms are all covered. The exercises and varied drills look comprehensive and interesting. D. F. R.

*Homemaking for Teenagers.* By Irene E. McDermott and Florence W. Nicholas. Peoria: Charles A. Bennett Company, Inc., 1951. Pp. 492. \$2.96.

This book is based on a study of the homemaking activities in which teenagers participate. Its aim is to build proper attitudes toward homemaking, impart scientific knowledge covering the problems of food and clothing, and develop an appreciation of the contribution which teenagers may make to successful family living, both as teenagers and as prospective heads of families. The responsibilities of other brothers and sisters to younger family members; problems of food, clothing, social life, and personal grooming as related to young people make up the content of the book. Excellent reference materials and audio-visual aids accompany each unit of work. T. O'S.

*Ships of the U. S. Merchant Marine.* By Kip Farrington, Jr. Illustrations by Jack Coggins. New York: E. P. Dutton and Company, 1950. Pp. 92.

Junior and senior high school boys and men who like facts, figures, and pictures of ships and shipping will especially enjoy this small but compact volume concerning our ocean lines and liners. How storage tankers and passenger ships alike are invaluable for our defense and are quickly converted to war use is related by a man who "has sailed thousands of miles on American ships to ports throughout the world." E. R.

*Bucky Forrester.* By Leland Silliman. Illustrated by Norman Guthrie Rudolph. Dedicated to the Boys' Clubs of America. Philadelphia: The John C. Winston Company, 1951. Pp. 216. \$2.50.

In a nationwide Boys' Club Contest, Robert Dudding, member of the Allentown, Pennsylvania, Boys' Club, came out winner for his ideas of what the ideal Boys' Club boy should be like. Leland Silliman's *Bucky Forrester* is, therefore, a fictionalized presentation of Robert's boy. Consequently, he has been necessarily limited as to his central character. However, he has written a story of suspense, because Bucky triumphs over unfair competition in a National Swimming Contest; assists the police in saving four boys from further lawlessness and induces them to join a Boys' Club; learns to better understand his father; and otherwise demonstrates that a boy may have adventure and find satisfaction and happiness through doing the "right thing." For ages twelve and up. E. M. H.

*You and Democracy.* By Dorothy Gordon. Illustrated by Lois Fisher and Karl Murr. New York: E. P. Dutton and Company, 1951. Pp. 60. \$2.00.

Johnny, Giovannia, Hans, and Juan all have equal rights in a democracy to choose their own newspapers and their own churches. Each individual, each occupation is important. Education is for all. The chief rule is FAIR PLAY and we have safety rules too, as well as many rights. Dorothy Gordon, Moderator of Youth Forums, helps us appreciate our resources, human and natural, by the analogy of a Treasure House, with the aid of cartoons and pictograms. For all ages. E. R.

*Will James' Book of Cowboy Stories.* Written and illustrated by Will James. Foreword by Ross Sant. New York: Charles Scribner's Sons, 1951. Pp. 242. \$2.

Illustrations and text merge successfully in this collection, for each has captured the atmosphere of the cowboy and his activities. The stories are written in cowboy vernacular and give different aspects of his life, such as the rigors of herding in sudden snowstorms, duties at shipping time, roping and riding contests, a training horses for herd duty. The final selection, "On a Cowboy," has poignant beauty and adds to one's regret that the author of *Smoky*—Newbery Medal, 1934—no longer here to spin yarns about cowboys. For ages twelve and up. E. M. H.

*Mystery at Hurricane Hill.* By Jack Becholdt. New York: E. P. Dutton and Company, 1951. Pp. 189. \$2.

During "Aunt Lanny's" hospitalization eighteen-year-old Paula assumed the responsibilities of running Hurricane Hill, a resort hotel. With Alec's assistance Paula was successful in weathering a hurricane and in aiding the State Police in solving a mystery. Good characterizations and developmental tasks make this worthwhile reading. E. J. W.

*The Sun-Dog Trail and Other Stories.* By Jack London. Cleveland: The World Publishing Company, 1951. Pp. 251. \$2.50.

These twelve short stories, including tales of man's eternal fight for survival, a sea story, a science fiction story, as well as London's usual adventure stories, will provide good reading for the teenagers. E. J. W.

*Blackadder; A Tale of the Days of Nelson and Trafalgar.* By John Keir Cross. Illustrated by Robert Jacques. New York: E. P. Dutton and Company, 1951. Pp. 223. \$2.50.

Tom Cathro and Harry de Rohon were determined to expose Blackadder, but in doing so they became involved with smugglers, kidnappers, and spies; their adventures end with the battle of Trafalgar. Although *Blackadder* first appeared as a radio serial, *Program Feature for Teenagers* in England, the book is a complete and separate work. Boys will enjoy this adventure which is reminiscent of the works of Robert Louis Stevenson. E. J. W.

*The Steadfast Heart.* By Mary Wolfe Thompson. New York: Longmans, Green and Company, 1951. Pp. 248. \$2.50.

Jo, an orphan, wanted to "belong" to "Uncle Luke and 'Aunt Julia'" and to be accepted by the students at a new high school. A family crisis proves that Jo does "belong" to her new foster home and this security enables her to plan wisely her career and future happiness. Although Jo's wisdom seems too mature at times and her problems too difficult, the author's understanding and sympathetic treatment of these problems of adjustment make this a worthwhile book. Good developmental values. E. J. W.



*Let's Meet the Ballet.* By Dorothy Samachson. Illustrated by photographs. New York: Henry Schuman, Inc., 1. Pp. 200. \$4.00.

Teenagers, particularly those who are interested in the dance field as a profession, will find this a most interesting and informative book. The reader is introduced to all phases involved in the production of a ballet—a far more intricate process than most prospective ballerinas imagine. Fields of the dance other than the ballet are presented to the reader. A number of very good photographs accompany the text. G. B.

#### FOR YOUNGER CHILDREN

*You and Space Travel.* By John Lewellen. Illustrated by Winnie Fitch and Joe Phalen. Chicago: Childrens Press, Inc., 1951. Pp. 60. \$1.50.

This book, intended for young people, reviews the progress made toward travel into space. Several important natural laws governing flight with their effect on construction and flight of the airplane, helicopter, turboprop, and rocket ships are cited. Among the illustrations are large colored diagrams of important machine constructions. The reading level is that of grades 5-6 and the interest level of grades 5-10.

D. V. P.

*Hop, Skip and Fly.* By Irmengarde Eberle. Illustrated by Else Bostelmann. New York: Holiday House, 1951. Pp. 62. \$2.00.

This new revised edition of a fascinating book includes stories of the frog, scorpion, brown bat, stick-back, snail, garter snake, and lizard. The habits and life cycles of these animals described in simple, familiar language, should stimulate young readers to become personally acquainted with each and every one of them in real life. A few illustrations are given in color. For children of the intermediate grades. D. V. P.

*You Among the Stars.* By Herman and Nina Schneider. With lithographs by Symeon Shimin. New York: William R. Scott Company, 1951. Unp. \$2.25.

The writing of this book follows the interesting personal style of other books by the same authors. Here, children may find answers to many of their questions regarding the earth, its movements, and relations to other celestial bodies of the solar system, galaxy, and universe. There are profuse illustrations in dark blue and yellow. While the relationship of some of these to the context is not readily obvious, the thought required to find correlation between the two may act as a stimulus and summary of the reading to a thoughtful child. This edition is paper covered and may not withstand hard usage. D. V. P.

*Little Leo.* Written and illustrated by Leo Politi. New York: Charles Scribner's Sons, 1951. Unp. \$2.00.

This charming story is based on a true experience of the author's childhood. It shows happy family relationships and, in addition, gives insight into life in another country. The illustrations are colorful, attractive, and full of action. L. M. J.

*Trouble on Old Smoky.* By Catherine Blanton. Illustrated by Anne Merriman Peck. New York: Whittlesey House, 1951. Pp. 142. \$2.25.

This picture of family life today in the Smoky Mountains centers around Sunny Anderson who wanted to be a doctor. Because of his mother's sickness and his father's bitterness at the older brother's failure to return from the city where he went to study music, Sunny leads a lonesome life. However, the end looks brighter in this regional story for the middle grades. E. R.

*Tim's Fight for the Valley.* By Ralph Edgar Bailey. New York: E. P. Dutton and Company, 1951. Pp. 246. \$2.50.

Tim's college training enabled him to employ soil conservation methods which saved a farming community from soil erosion and to uncover a scheme to destroy the farms by flooding the valley. Ellie Driscoll works with him and their plans for future happiness makes a happy ending. Information about soil conservation, assuming responsibilities, and good age-mate relations are some of the values which contribute to the book's usefulness. Will appeal to both boys and girls. E. J. W.

*Wish on the Moon.* By Dean Marshall. Illustrated by Dorothy Bayley Morse. New York: E. P. Dutton and Company, Inc., 1951. Pp. 192. \$2.50.

"The Invisible Island" again furnishes the locale for a story and new characters enter the lives of those who first appeared in the "Invisible" book. The opening chapters are somewhat tedious but the narrative takes on interest through the introduction of a different type of homework assigned by the new teacher, Miss Allbright, and the Hallowe'en surprises which the children plan for the adults who attend their party. Interest is also introduced through a mystery which the children finally solve with the help of Dr. Ford. As in Dean Marshall's other novels, a wholesome child-parent relationship is presented; and plans which the children have for preserving the trees on their island, and for introducing new varieties, suggest how worthwhile goals may add to the interest and richness of young people's lives. For ages eight to twelve. E. M. H.

*The Sea Hunters*—Indians of the Northwest Coast. By Sonia Bleeker. Illustrated by Althea Karr. New York: William Morrow and Company, 1951. Pp. 159. \$2.00.

This small book is virtually "packed" with information about the Indians who lived along North America's Pacific Coast, in territory east of Canada and northwest of the United States. In a simple, direct style the author tells how they obtained their principal food—fish; describes tribal customs; methods of preserving food for winter; the sport of the children; the making and decoration of food and storage vessels; the winter ceremonies, including gift-giving ceremonies called potlaches; and much other absorbing information. The book not only affords pleasurable leisure-time reading but is excellent for use in geography and history classes. Although designed for the eight- to twelve-year-old reader, all ages—including adults—will find it informative. The index also adds to the usefulness of the book. E. M. H.

*Lois and Looie.* By Lois Fisher. Chicago: Childrens Press, Inc., 1951. Unp. \$1.00.

Lois Fisher and her spritely little boy character Looie take the reader into a TV studio to see how pictures are made and sent out on the air. Looie plays a trick on the director by surreptitiously introducing his little wild horse Starbaby, but Lois comes up to meet the occasion and in the end a very funny program is presented. D. E. W.

*Miss Pickerell Goes to Mars.* By Ellen MacGregor. Illustrated by Paul Goldone. New York: Whittlesey House, 1951. Pp. 128. \$2.25.

Miss Pickerell unexpectedly and unwillingly leaves her sick cow to ride on a rocket ship. She's mollified by being able to add red rocks from Mars to her collection, and incidentally learns much about astronomy, air pressure, gravity, and walkie-talkies. M. K.

*How Big? How Many?* By Gladys Ridsen. Boston: Christopher Publishing House, 1951. Pp. 248. \$3.50.

Through countless illustrations of an intimate, child-like, conversational type, the author depicts just how to utilize the experiences of children to develop their ability to see and sense the real facts, groupings, and combinations which lead to sound concepts of number and intelligent use of number symbols. This book, intended for the elementary school, represents the reaction against mechanical rote learning in favor of meaningful learning. The author communicates her enthusiasm for arithmetic to the reader and shows how "arithmetic can be fun." D. E. W.

*Mr. Mushroom.* By Louis Slobodkin. New York: The Macmillan Company, 1950. Unp. \$1.25.

This delightful, whimsical, gay little picture book will certainly be enjoyed by many children. The illustrations are charming, humorous, and delicate in detail. The participation of the children in answering the questions, as the story is read, will add much to the enjoyment of the book. V. L.

*Let's Look Ahead.* By Elizabeth Sherman. Illustrated by Lois Fisher. Chicago: Childrens Press, Inc., 1950. Unp. \$1.00.

An interesting Safety Book with the emphasis on prevention of accidents. The title suggests this positive approach which is unusual. The morals and don'ts are cleverly hidden. The inference "that looking ahead for the safety of others" is a grown up attribute will help make a prosaic and too often "Watch Out" and "Safety First" appeal more palatable. The illustrations are colorful and realistic. Miss Fisher's sketches supplement and add to the object lessons portrayed pictorially. Her humorous and artistic approach enhances the book. V. L.

*Song of the Seasons.* By Addison Webb. New York: William Morrow and Company, 1950. Pp. 127. \$2.50.

This is not just another nature or science book that portrays accurately its contents. It is an excellent, fascinating, intimate year-round story of such familiar animals as squirrels, rabbits, and birds that most children know of or of which they have at least heard. The illustrations are charming and unusually appealing and plentiful. One could wish only for color to add to the interest and artistic enjoyment of this book. V. L.

*Excitement in Appleby Street.* Written and illustrated by Richard and Eda Crist. Chicago: Childrens Press, Inc., 1950. Unp. \$1.00; cloth, \$2.00.

A delightful, nonsensical, exciting tale about a most exciting event—a loose tooth. Instead of the tooth being placed under the usual pillow it lands instead, of all things, in a hole in the street. The excitement that ensues includes all that a boy could wish for; steam shovels, sirens, fire-engines, and last of all—one of the expressed wishes—finding a baby sister in mother's arms. V. L.

*The Whistling Stallion.* By Stephen Holt. Illustrations by Pers Crowell. New York: Longmans, Green and Company, 1951. Pp. 211. \$2.50.

The lengthy hospitalization of Louis Bell, Roy's father, made it seem as if the ranch in Alberta would be lost. However, the resourcefulness of Roy; his mother; and their cowhand, Handy Straw, helped avert this. Some prize money won by Roy and Whistler, the stallion, also furnished funds for ranch operation. The theme of the story is commendable, but the plot lacks coherence and the characters are so sketchily portrayed they fail to become life-like and interesting. For ages ten to fourteen. E. M. H.

*Little Golden Books.* New York: Simon and Schuster, Inc., 1949, 1950, and 1951. 25 cents each.

*Walt Disney's Cinderella's Friends.* Told by Jane Werner. Illustrated by Al Dempster. Unp.

*Little Benny Wanted a Pony.* By Oliver O'Connor Barrett. Illustrated by Richard Scarry. Unp.

Not a contribution to children's books from the standpoint of either the stories or the art contained in them. L. M. J.

*Little Galoshes.* By Kathryn and Byron Jackson. Illustrated by J. P. Miller. Unp.

An amusing little story that will encourage little children to wear their galoshes. The book is profusely illustrated with delightful pictures.

*Christopher Bunny.* By Jane Werner. Pictures by Richard Scarry. Pp. 128.

Fourteen colorful original animal stories which will delight six-year-olds. They will find the adventures of many little animal friends amusing and interesting. Nearly every page is illustrated. B. B.

*The Apache Indians, Raiders of the Southwest.* Sonia Bleeker. Illustrated by Althea Karr. New York: William Morrow and Company, 1951. Pp. 152. \$2.00.

The daily life, habits, and customs of the Apache Indians are colorfully described by an anthropologist. Fierce fighters in their war-like raids, they were kind, co-operative, and fun-loving in their homelife. The book is interesting and well-written. E. G. M.

*Ghost Town Cowboy.* By Genevieve Torrey Eames. Illustrated by Paul Brown. New York: Julian Messner, Inc., 1951. Pp. 176. \$2.50.

Steve's life is very lonely in the deserted mining town with only Uncle Pete for company. The peculiar black rocks which he found proved to be uranium and provided the means by which he could get the education he desired. His ambition to be a rancher is fulfilled. For grades five to seven. E. G. M.

*Willy Wong, American.* By Vanya Oakes. Illustrated by Weda Yap. New York: Julian Messner, Inc., 1951. Pp. 174. \$2.50.

Willy's love for America was as genuine as his Chinese heritage. Making new friends in San Francisco meant earning the respect of his classmates, which he wisely accomplished in several exciting ways. This book should prove valuable reading for the intermediate grades because of its human relationship theme. R. W.

*Sunflight.* By Elizabeth B. Meigs. Illustrated by George Avison. New York: E. P. Dutton and Company, 1951. Pp. 118. \$2.50.

Felipe and his prize palomino, Sunflight, were inseparable until the night the horse was stolen by Spanish desperados. After long months of aimless wandering across unfamiliar mountain paths and dangerous trails, the stallion accidentally fell into a trap set by his former captors. Old Mexico and her people are vividly and authentically pictured in this thrilling story. R. W.

*The New Boy.* By Mary Urmston. Illustrated by Brinton Turkle. Garden City: Doubleday and Company, Inc., 1950. Pp. 208. \$2.25.

Jack Corwin firmly believed that being a new boy in school had decided disadvantages. However, a series of exciting episodes brought about the real companionship he was seeking. This fast-moving narrative has the brotherhood theme well integrated into the plot. R. W.



*Jockie, A Story of Prince Edward Island.* By Lilla Birling. Illustrated by Bob Meyers. New York: Charles Scribner's Sons, 1951. Pp. 202. \$2.00.

The days on Prince Edward Island were full of excitement for Jockie; summer days of cod and lobster fishing, winter days of skiing and skating. While driving down the frozen river one evening, Jockie's mare, Diana, fell through a crack in the ice. The ready response of the neighbors to rescue the mare is only one of the several tense episodes in the story. The realistic account shows the author's familiarity with the people and the environment. The illustrations are excellent. For grades five to seven. E. G. M.

*Lone Star Tomboy.* By Allyn Allen. Illustrated by Jane Castle. New York: Franklin Watts, Inc., 1951. Pp. 235. \$2.50.

Francie Lou lived on a ranch in Texas. Since her parents felt her tomboy ways were not appropriate to 907 standards, she was sent to live with some friends in the city. While Francie Lou was becoming more of a little lady her influence upon her city friends was considerable. Relationships in the family and on the playground are interestingly portrayed. For grades four to six. E. G. M.

*Lucky Days for Johnny.* By Irene Smith. Illustrated by Kurt Wiese. New York: McGraw-Hill Book Company, Inc., 1950. Pp. 64. \$1.75.

This is a pleasant story about how a small town, third-grade boy spends his week-end. On Friday his beloved teacher comes for dinner; on Saturday, he goes to his aunt's farm; on Sunday, he goes for a walk with his uncles and his teacher. Seven- and eight-year-olds will like it. M. G. H.

*Tico-Tico.* By Niccolo Tucci. Photographs by Ylla. New York: Harper and Brothers, 1950. \$2.00.

These unusual photographs of a squirrel and other animals lead the reader to expect a better story than this one. Tico-Tico, the squirrel, threatens to carry the city away on his shoulders if a certain cat doesn't come to live in the park. A group of six-year-olds interrupted the reading of the story with, "But, teacher, that doesn't make sense." M. G. H.

*Smoke Above the Lane.* By Meindert DeJong. Illustrated by Girard Goodenow. New York: Harper and Brothers, 1951. Pp. 58. \$1.75.

The friendship between a tramp and a little skunk who loves pancakes makes a delightful story that children of all ages will enjoy. The skunk almost spoiled the Labor Day parade by taking a nap in the middle of the streetcar tracks. How he found his way out of town and into the woods where his friend, the tramp, is watching for him is most enjoyable. The reader will not be able to put the book down until it is finished. It is well illustrated. E. G. M.

*Eagle in the Valley.* By Frances Kohan and Truda Weil. Illustrated by Katherine Evans. Chicago: Childrens Press, Inc., 1951. Pp. 160. \$2.50.

Students of Mexico will welcome this book to the school library. It describes the homes, both primitive and modern, as they are found in different parts of Mexico. The climate, the history, and the customs of the people are cleverly woven into an interesting story. The illustrator spent six months in Mexico painting the scenes and people of the story. E. G. M.

*The Great Big Fire Engine Book.* Pictures by Tibor Gergely. New York: Simon and Schuster, Inc., 1950. \$1.00.

This cloth-bound edition of *The Great Big Fire Engine Book*, reviewed in the January-February, 1951 issue of the JOURNAL, is usable in libraries. L. M. J.

*Scratchy.* By John Parke. Illustrated by Charles L. Ripper. New York: William Morrow and Company, 1951. Pp. 126. \$2.00.

Imaginative tale of a cat who wished only to live a "normal" life with a master who understood his needs. Suitable for intermediate grades. R. W.

*I Like Winter.* By Lois Lenski. New York: Oxford University Press, 1950. \$1.00.

The simple, gay, little song on the first page of the book sets the mood for what follows. The entire story, done in verse and illustrated in the author's inimitable style, tells about winter activities and holidays. Five-, six-, and seven-year-olds love it. M. G. H.

*The Littlest Cowboy.* By Inez Hogan. New York: E. P. Dutton and Company, Inc., 1951. Pp. 45. \$1.50.

Another cowboy story which contains play incidents of Indians, arrows, guns, and supposedly real incidents of horse-thieves, the outlaws' hide-out, tying stolen horses to trees, etcetera. M. G. H.

*Hello Judy! Stories.* By Charlotte Becker. New York: Charles Scribner's Sons, 1951. \$2.00.

Three Judy stories which were published several years ago are combined in this one volume. The first, *Hello Judy!*, tells about Judy and her friends. The title of the second, *Judy's Farm Visit*, is self-explanatory. In the third, *Happy Birthday, Judy*, this little girl celebrates her fourth birthday. Good for kindergarten children. M. G. H.

*George Washington, Soldier and Statesman.* By Mary L. Williamson. Illustrated by Stan Lillstrom. Chicago: Beckley-Cardy Company, 1951. Pp. 191. \$1.40.

This book, for middle and upper elementary school youngsters, gives an accurate account of the life of Washington from his boyhood to his presidency. Children will enjoy the way in which Washington is made to live for them in this biography. E. C. S.

*High Water Cargo.* By Edith M. Dorian. Illustrated by Forrest Orr. New York: Whittlesey House, 1950. Pp. 216. \$2.50.

Dirck, the hero of this appealing story, lived in New Brunswick, where the canal was the center of transportation and excitement. A born mechanic, he was known as "Tinker," but his ambition was to go to Rutgers to study engineering. His help in capturing a smuggler won an award, and brought him to the attention of a famous engineer who came to town to direct the widening of the canal. Pleasant reading for younger boys. E. K. C.

*Famous American Marines.* By Charles Lee Lewis. Illustrated by Albin V. Webber. Boston: L. C. Page and Company, 1950. Pp. 355. \$3.00.

A history of the U. S. Marine Corps from its organization in 1775 to the present day. Beginning with the Revolutionary War, each campaign is chronologically presented through an heroic episode involving a Marine. This book has good teenage subject interest, but the style is heavy and ponderous; the sentence and paragraph structure solid and lengthy. It will have only reference value. E. K. C.

*The Great Whales.* By Herbert S. Zim. Illustrated by James Gordon Irving. New York: William Morrow and Company, 1951. Pp. 64. \$2.00.

Every question a child could possibly ask about whales is answered in this fascinating, informative book. Printed in large, simple text with many black and white illustrations, this is a really fine book for a young child. E. C. S.



*Wind Runner, The Story of an African Antelope.* Written and illustrated by G. W. Barrington. New York: Longmans, Green and Company, 1951. Pp. 160. \$2.50.

Illustrations are artistic and filled with action; the narrative contains informative material about animals in the Central Africa bush country: gazelle, rhinoceros, elephant, lion, leopard, and others. There are interesting details about the superstitions of the African natives; about Templeton, English naturalist; and the adventures which Wind Runner, the antelope, had because of them. The style is smooth but dramatic incidents might have been highlighted to a greater extent. Excellent for correlation with geography. For ages ten and up.

E. M. H.

*Three Boys and a Lighthouse.* By Nan Hayden Agle and Ellen Wilson. Illustrated by Marian Honigman. New York: Charles Scribner's Sons, 1951. Pp. 101. \$2.00.

Abercrombie, Benjamin, and Christopher, who were triplets, were "so much alike in every way that even their father could not tell them apart except by their caps." Filled as it is with delightful humor and with the sort of repetition youngsters love, this charming story of the adventures of the brothers at their father's lighthouse is one which children will enjoy having read to them or reading for themselves.

E. C. S.

*Rod, The Sky Lad.* By W. F. and Helen Hall. Illustrated by A. K. Bider. Chicago: Beckley-Cardy Company, 1951. Pp. 181. \$1.48.

Of particular value for middle and upper elementary boys interested in airplane, this book tells of the experiences of a teenage boy living near a small airport. Woven into the story is a sufficient amount of basic factual information to make the book informative as well as exciting for young readers.

E. C. S.

*Snowy.* By Jan Vlasák and Josef Seget. Edited by Maurice Burton. New York: Henry Schuman, Inc., 1951. Pp. 96. \$2.50.

Young naturalists and animal lovers will find this account of the first successful experiment in scientifically raising a polar bear cub both informative and interesting. Illustrated with the first complete set of photographs ever taken of a young bear, the story follows Snowy from birth, when she weighed one and one-half pounds, through her life in the home of the superintendent of the Prague Zoo, until she is transferred to the zoo at the age of five months, weighing 196 pounds.

E. C. S.

*Neighborhood Stories.* By Wallace W. Atwood and Helen Goss Thomas. Boston: Ginn and Company, 1950. Pp. 234.

This beginning geography for children introduces them, almost entirely in narrative form, to the different types of communities in our country, the basic needs of the people, and the activities in which people engage to meet these needs. Concurrent with the "here and now" runs an historical thread in which two types of prehistoric communities are described and the children learn of the simple beginnings of many present day activities. The book is well illustrated with photographs and drawings, and the vocabulary and format are simple enough for third or fourth grade children.

E. C. S.

*Alice in Wonderland.* A Big Golden Book. By Lewis Carroll. Pictures by the Walt Disney Studio, adapted by Al Dempster from the motion picture. New York: Simon and Schuster, Inc., 1951. Pp. 32. \$1.00.

This is a pathetic attempt at trying to reduce this famous juvenile classic to picture book style. Full pages, confusing illustrations, strikingly modernized and accompanied by only two lines of the story per page, leave very little that is recognizable of the original. Typically Disney.

L. M. J.

*They Made America Great.* By Edna McGuire. New York: The Macmillan Company, 1950. Pp. 278. \$1.88.

This is a series of compelling though simply written stories of some of the men and women who have helped to make America great. Divided into seven groups, each depicting an important period in our nation's growth, the stories range from those of Pocahontas and William Bradford in the earliest period to those of Henry Ford, George Carver, and Franklin D. Roosevelt in the latter period. Each tells the story of an American who served his country well and each gives an insight into American life at some time in the history of our country. Well illustrated in both black and white and in color, the book will provide excellent supplementary reading.

E. C. S.

*Builders for Progress.* Edited by Mathilda Schirm. Illustrated by Dirk Gringhuis. Chicago: Beckley-Cardy Company, 1950. Pp. 180. \$1.30.

Here are ten short stories each concerned with interesting episodes in the life of a man or woman important in the scientific or social progress of our country—Walter Reed, Booker T. Washington, James Addams, Henry Ford, and others. Interestingly written, the stories are somewhat inspirational in character and should make worthwhile supplementary reading for boys and girls in the middle grades.

E. C. S.

*The House in Robin Lane.* By Virginia F. Voigt. Illustrated by Jean Martinez. New York: Holiday House, 1951. Pp. 220. \$2.50.

Jennifer's adventurous stage coach trip from New Haven to Cedarville, Ohio, included a robbery, getting lost and being rescued by a traveling circus, and making friends with an elephant. In Cedarville her adventure continues until she finally makes a place for herself at Uncle Zachary's home. This will please the youthful readers who enjoyed *Apple Tree Cottage*.

E. J. W.

*Milk for You.* Written and illustrated by G. Warren Schoat, Jr. New York: Charles Scribner's Sons, 1950. Pp. 48. \$2.00.

Similar in style to *Adventures of a Letter* by the same author, *Milk for You* explains through simple text and photographic and diagrammatic illustrations the story of milk. The lower elementary child will secure accurate, scientific understandings from this book as he learns with the author's two sons where milk comes from.

S. E. S.

*How Big Is Big? From Stars to Atoms.* By Herman and Nina Schneider. Illustrated by Symeon Shimin. New York: William R. Scott, Inc., 1950. Pp. 40. \$1.25.

This revised edition will serve parents and teachers as long as children continue to ask questions about the size of the stars, the atom, and the moon. Written for middle-grade children, the book helps youngsters understand the size of the atom and the star by comparing these unknowns with the puppy, the mouse, the flea of his every day environment.

S. E. S.

*I Can Fly.* By Ruth Krauss. Illustrated by Marshall Blair. New York: Simon and Schuster, Inc., 1950. Pp. 42. 25 cents.

This fanciful story is one which children are sure to enjoy. Youngsters will have no difficulty in identifying themselves with the little girl who can be "anything that's anything."

S. E. S.

*The Little Golden ABC.* Illustrated by Cornelius DeWitt. New York: Simon and Schuster, Inc., 1950. Pp. 28. 25 cents.

This ABC book will be of interest to pre-school children asking "what is this?" questions. A small jigsaw puzzle is included in the inside back cover of the book.

S. E. S.



## EDUCATIONAL CONFERENCES AND CONVENTIONS

April 3-5: Annual Convention of the Illinois Vocational Association, Chicago, Illinois.

April 5-9: Regional Convention, American Association of School Administrators, Boston.

April 6-10: American Association for Health, Physical Education, and Recreation, Los Angeles.

April 16-19: National Conference on Higher Education, NEA, Chicago.

April 16-19: National Council of Teachers of Mathematics, Des Moines.

April 17-20: Twenty-second Institute for Education by Radio-Television, Columbus, Ohio.

April 18-19: Annual Convention of the Illinois Council for the Social Studies, Aurora, Illinois.

April 30-May 3: American Industrial Arts Association, Chicago.

June 30: NEA Department of Elementary-School Principals, Detroit.

June 30: NEA Department of Classroom Teachers, Detroit.

June 30-July 4: National Education Association, Detroit.



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